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ABSTRACT

An essay to test writing skill has been administered to North Carolina sixth and eighth graders for 10 years. In 1992-93, fourth graders were also tested. Each year compositions are graded by readers trained to apply a uniform set of criteria to the essays. Composition criteria are main ideas, supporting detail, organization, and coherence. A focused holistic score scale from one to four is used, and each paper is rated by two independent readers. Twenty-four percent of the 84,686 fourth graders scored at or above the mid-point of the 4-point scale, and 32 percent scored at 1 or 1.5. Just over 41 percent of the 84,369 sixth graders scored at or above the mid-point, and 21.9 percent received the lowest scores of 1.0 or 1.5. In the eighth grade, 57.9 percent of the 81,845 eighth graders wrote well enough to score at or above the mid-point, and about 10 percent scored at the lowest 1.0 or 1.5. Overall, writing scores improved slightly at grade 8 and declined slightly at grade 6 in comparison with 1990-91. Twenty-four tables and 56 figures (mostly bar graphs) present test results. (SLD)

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Report of Student Performance 1992-1993

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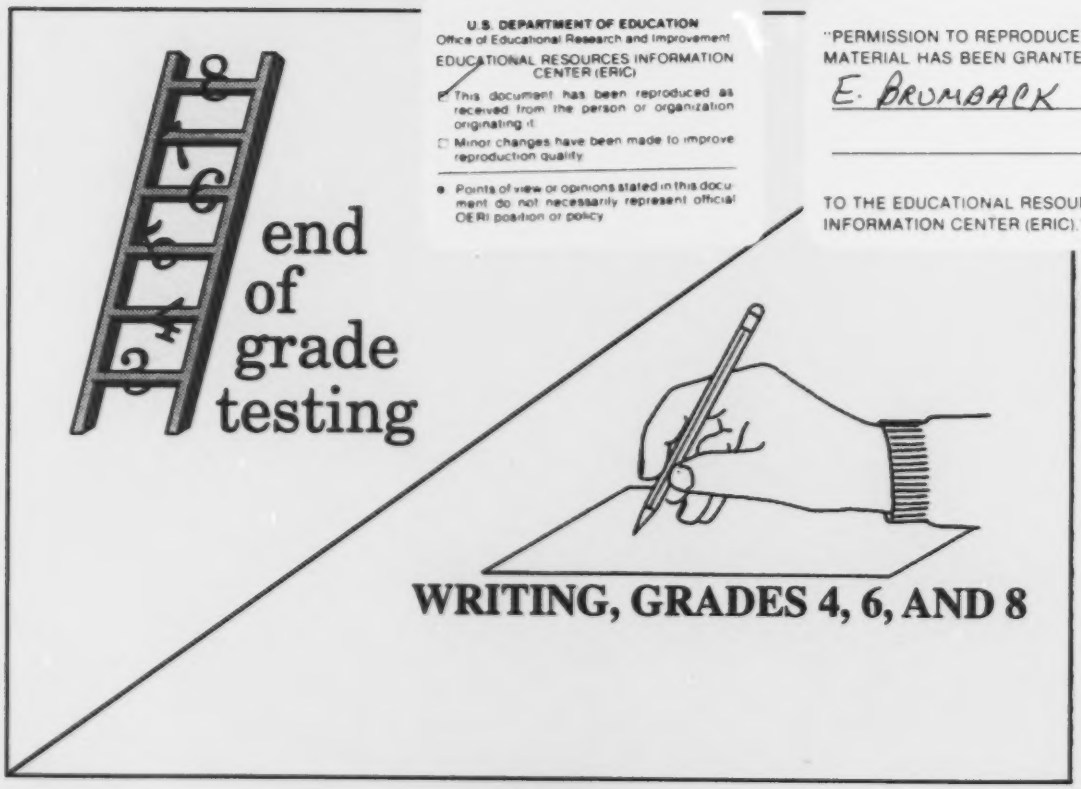

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Published 1993

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Report of Student Performance

Writing, Grades 4, 6, and 8

1992-93

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State Superintendent of Public Instruction

Published 1993

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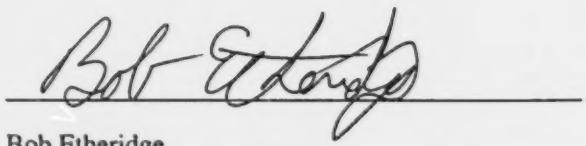
Development of a comprehensive report of student and school system performance on the Annual Fourth, Sixth, and Eighth Grade Writing Assessment requires the efforts of many individuals. We would like to thank Mary Wetherby and Monica Geary for their assistance in preparing all phases of the report; Robert Evans for his careful reading of the report to verify accuracy of numbers and statements; Betty Marsh for supplying the statistical data; Marilyn Zuckerman and Lori Davis for producing the cover and graphs; and Faye Atkinson and Lila Hunter for ensuring that the final copies were made, collated, and distributed.

FOREWORD

The North Carolina Annual Writing Assessment, first administered ten years ago, allows students to demonstrate important communication and higher order thinking skills. Over the years, their performance has improved. This year for the first time, fourth graders participated in the statewide writing assessment. They were asked to write a personal narrative about a day that was special to them. Sixth graders were asked to select a place outside and describe it so that someone reading their essay could picture the scene. Almost half of them exhibited performance in composition which was above the mid-point of the scale. Almost 60 percent of the eighth graders, who were to take a pro or con position about more emphasis on sports in their school, scored above the mid-point scale.

This year a new scale was used to measure students' skills in each of the four standard English conventions of sentence formation, usage, mechanics, and spelling. It is hoped that these scores will encourage students and educators to focus on areas of weakness, as well as continue to develop strengths.

More importantly, many local school units greatly exceeded the state average and set marks which should be motivating for others. Even with such impressive change by the state as a whole and by some local school units, the challenge to improve remains an important goal for schools in North Carolina. Schools which meet this challenge will have equipped their students well for their high school years and beyond.



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State Superintendent of Public Instruction

STATE REPORT
TESTING WRITING: GRADES FOUR, SIX, AND EIGHT, 1992-93
ABSTRACT

A writing essay has been administered to sixth and eighth graders for ten years, and writing skills have improved during this time. This year, fourth graders were also tested. Each year the compositions are graded by readers who are trained to uniformly apply a set of criteria to the essays. The composition criteria for the essays are main idea, supporting detail, organization, and coherence. A focused holistic score scale from 1 to 4 is used, and each paper is rated by two independent readers. This year, for the first time, conventions were scored analytically rather than using "+" or "-" for a general score. A set of analytic scores of 1, 2, or 3 is assigned by a different reader who rates the use of each of the following English convention categories: sentence formation, usage, mechanics, and spelling.

The fourth-grade students were asked to tell about a special day that they had had and to say what made the day special. The writing test results for the 84,686 essays are summarized below.

- The composition assessment scores show that 24.0 percent of the fourth graders wrote well enough to score at or above the mid-point of the 4-point scale. About 2.8 percent of the fourth graders received the combined highest scores of 3.5 and 4.0, and 32.0 percent received the combined lowest scores of 1.0 and 1.5.
- For conventions, 69.7 percent of the fourth graders were assigned a score of 3 for sentence formation; 70.1 percent were assigned a score of 3 for usage; 70.4 percent were assigned a score of 3 for mechanics; and 53.0 percent were assigned a score of 3 for spelling.

The sixth-grade students were asked to describe an outdoor scene so that it could be pictured in the mind. The assessment results of the 84,369 sixth-grade essays are provided below.

- In the area of composition, 41.3 percent of the sixth graders wrote well enough to score at or above the mid-point of the 4-point scale. About 6.0 percent of the sixth graders received the highest scores of 3.5 or 4.0, and 21.9 percent received the lowest scores of 1.0 or 1.5.
- In the area of conventions, 71.0 percent of the sixth graders scored a 3 in sentence formation. In usage, 62.1 percent were assigned a score of 3, and in mechanics, 50.7 percent were rated a 3. A score of 3 was also given to 54.8 percent of the students for spelling.

The eighth-grade students were asked to write a point-of-view composition to support their opinion as to whether or not more emphasis should be placed on sports in school. There were 81,845 essays scored. The writing test results for the eighth-graders are given below.

- The composition scores show that 57.9 percent of the eighth graders wrote well enough to score at or above the mid-point of the 4 point scale. About 12.4 percent of the eighth graders scored 4.0 or 3.5, and about 10.0 percent scored 1.0 or 1.5.
- The conventions scores show that 61.0 percent of the students received a score of 3 for sentence formation while 54.9 percent earned a score of 3 for usage. This year, 34.8 percent were assigned a 3 in mechanics, and 74.0 percent were given a rating of 3 in spelling.

Interpretation of writing scores across years must be made with care because of the difference in writing prompts, change in grade levels, time of year of the assessment, and emphasis within the classroom. The assessment has been administered in February for the last three years rather than in October as in past years. This year, overall writing scores improved slightly at grade eight and declined slightly at grade six from 1990-91 when descriptive and point-of-view writing were last assessed. Since this is the first year for writing to be assessed at grade four, there are no comparisons. The regional scores varied somewhat but were in line with statewide averages. However, the scores for individual school systems varied widely.

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STATE REPORT
TESTING WRITING: GRADES FOUR, SIX, AND EIGHT, 1992-93
THE ANNUAL TESTING PROGRAM

Summary

At the November, 1982 meeting of the State Board of Education, the Annual Testing Commission recommended that writing be added as an assessment area to the North Carolina Annual Testing Program. The Annual Testing Commission believed that: (1) statewide emphasis on writing instruction was needed; (2) the measurement of writing would improve staff development and instructional efforts in the area of writing; (3) more time and resources were needed for teaching writing; and (4) as a result of the writing assessment, there would be more instruction in writing in the public schools. The Commission also strongly believed that writing was and continues to be a basic skill and can be improved with appropriate emphasis.

The attached report describes the writing task which was administered in 1992-93 to grades 4, 6, and 8 and explains how student compositions were scored. This was the first year that fourth-grade students were administered the writing test. Fourth graders were assessed on their personal narrative writing ability and were asked to talk about a special day they had, as well as what made the day special. Grade-six students were tested on their ability to write a descriptive composition describing an interesting outdoor scene. Eighth graders were evaluated on their skills in point-of-view writing, supporting their opinion as to whether or not the school should place more emphasis on sports. On the day of testing, individual copies of the prompt were removed from sealed envelopes and given to each student who then had fifty minutes to complete the composition. If a student needed more time to complete the task, more time was allowed. Each paper was scored for composition at a central site by two experienced, trained readers and for conventions by a different experienced, trained reader.

As one of two scores, the composition was assigned either a 1, 2, 3, 4, or Non-Scorable, which reflected the reader's general impression of each student's performance with respect to a set of pre-specified criteria for each score point (focused holistic scoring). The quality of each composition was determined by considering such characteristics as (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score was assigned to each student's paper based on these characteristics. In general, those responses that fell within the lower score-point range (1 and 2) of the score scale were those that, while they identified a main idea, failed to or just met the minimum criteria for supporting details because of a loss of focus or a vagueness in word choice. In these cases, characteristics of organization and coherence were rarely a factor in determining a student's overall score. As a rule, only those students who elaborated such that they demonstrated facility in all or most of the four characteristics achieved higher score-point values (3 and 4).

The student's ability to use the standard writing conventions of (1) sentence formation, (2) usage, (3) mechanics, and (4) spelling was not included in determining a student's focused holistic score. A second, independent score was obtained from an independent reader on the student's performance with respect to each of the four standard English conventions. Each convention was scored as either a 1, 2, 3, or Non-Scorable based on an analytical scale which specified the range for the number of errors within the respective convention for a particular grade level. The range for the number of errors for each score may vary with respect to grade level, as well as convention. In general, a score of 1 was assigned to those papers containing a high number of convention errors while a score of 3 was used to reflect a minimum number of errors.

At the fourth-grade level, each of the 84,686 student papers was read by two independent readers, and the perfect agreement rate for composition scoring was 73.9 percent. At the sixth-grade level, the 84,369 student papers had a perfect agreement rate of 67.4 percent for composition scoring. At the eighth-grade level, 81,845 student papers had a perfect agreement rate of 70.9 percent in the rating of composition scores. Only 0.5 percent of the fourth-grade scores, 0.8 percent of the sixth-grade scores, and 0.4 percent of the eighth-grade scores differed by more than one point. At each grade level, there were 120 papers that had been preassigned a true score. They were not distinguishable from any other papers and were circulated and scored daily by randomly selected readers. Readers had absolute agreement 78.6 percent of the time with the scores at the fourth-grade level. For the sixth-grade papers they had absolute agreement with the scores 86.1 percent of the time, and at the eighth grade the readers agreed 88.5 percent of the time. These agreement rates are similar to results achieved by other statewide writing assessments.

The results of the writing test for public schools are given below.

1. In the area of composition, almost 24.0 percent of the fourth graders wrote well enough to receive a score at or above the mid-point (i.e., 2.5) of the 4-point scale. Nearly 2.8 percent of the fourth graders scored a 3.5 or 4.0; about 32.0 percent scored 1.0 or 1.5. In the area of conventions, 69.7 percent received a score of 3 for sentence formation; 70.1 percent earned a score of 3 for usage. About 70.4 percent of the papers were assigned a 3 for mechanics, and 53.0 were given a 3 for spelling.

2. Nearly 41.3 percent of the sixth graders wrote well enough to score at or above the mid-point of the 4-point scale for composition. About 6.0 percent of the sixth graders received a score of 3.5 or 4.0, and 21.9 percent scored 1.0 or 1.5. In conventions, 71.0 percent of the students were assigned a 3 for sentence formation while 62.1 percent of the papers were given a 3 for usage. Nearly 50.7 percent received a score of 3 for mechanics, and about 54.8 percent earned a 3 for spelling.

3. Results of the composition assessment showed that about 57.9 percent of the eighth graders wrote well enough to score at or above the 2.5 mid-point on the 4-point scale. Approximately 12.4 percent of the eighth graders scored 3.5 or 4.0, and about 10.0 percent scored 1.0 or 1.5. The assessments in conventions revealed that 61.0 percent of the eighth graders scored a 3 in sentence formation, and 54.9 percent scored a 3 in usage. About 34.8 percent received a score of 3 in mechanics; nearly 74.0 percent earned a score of 3 in spelling

In the annual testing program assessment, the students are tested on four different modes of writing. Fourth-grade students are asked to write a narrative composition (personal or imaginative); sixth-grade students are asked to write either a clarification or descriptive composition (expository); eighth-grade students are asked to write either a persuasive (argumentative) or point-of-view (expository) composition.

The years that each mode of writing was administered are shown below:

Table 1
Mode of Writing Administration by Years

Year	Fourth Grade	Sixth Grade	Ninth & Eighth Grade
1983-84		Descriptive	Persuasive
1984-85		Clarification	Point-of-View
1985-86		Clarification	Persuasive
1986-87		Descriptive	Point-of-View
1987-88		Clarification	Persuasive
1988-89		Descriptive	Point-of-View
1989-90		Clarification	Persuasive
1990-91		Descriptive	Point-of-View
1991-92		Clarification	Persuasive
1992-93	Personal Narrative	Descriptive	Point-of-View

Each year when a type of writing assessment is repeated, the same scoring criteria and score point standards are used as in the previous years when the types of writing were assessed, but the guides are tailored to fit a particular prompt and the anchor papers are changed to correspond to the prompt. Therefore, when examining writing scores from year to year, it is important to look at the years when a particular type of writing was evaluated rather than simply looking from one year to the next.

An evaluative comparison of writing scores across years cannot be made without caution because writing prompts change each year. For instance, one prompt may be easier for students to respond to than another; therefore, the scores that year could be slightly higher. Other factors influencing performance include change in grade level, time of the year of the assessment, and emphasis within the classroom. All of those factors, along with writing type, should be kept in mind when interpreting scores.

For additional information regarding this year's results of the North Carolina Annual Writing Assessment, *The Appendix: Report of Student Performance 1992-1993* is available upon request from the Division of Accountability Services of the North Carolina Department of Public Instruction. It is a separate publication which contains state summary reports, a state student information questionnaire report, a state exceptional student survey report, and region summary reports.

Evaluation of This Year's Assessment

Fourth-grade students, who were administered the Writing Assessment component of the End-of-Grade Testing Program for the first time this year, were asked to write a personal narrative. Students' failure to elaborate contributed to the large number of two's. When students did not elaborate, their papers were choppy and list-like. This "list-like" quality is typical of two's across writing modes. Another problem fourth graders had was lack of selectivity and focus. When they failed to focus on what was special about their chosen day, the papers became an itinerary-type paper where no distinction was made about the importance of one activity over another. Students must be able to select the most important activities and elaborate on them.

In the sixth grade, students had some of the same problems as fourth graders, in that they failed to elaborate. Many students chose too broad a scene to describe and then quickly moved from one detail to another without elaborating, therefore, creating a list-like response that is typical of a two. Other students were vague or general in their descriptions often attempting to describe too large a scene or a scene with which they were not familiar. These responses often fell in the one or two score points.

In grade eight students did quite well with the prompt. Even though some students obviously did not understand the meaning of the word "emphasis," their writing was rarely affected by it. Some students could successfully respond to the prompt by omitting the word altogether or, if they obviously thought it had another meaning and their response logically followed that meaning, the essay was scored with credit given for the intended meaning. Students were able to easily think of distinctly different reasons to support their positions and then elaborate the reasons logically using concrete details.

In the conventions scores, the standards became far more stringent from fourth to eighth grade. As the standards became more difficult, scores became lower except for spelling. Students across all grades were weakest in usage and mechanics. They seem to have a fairly good grasp of the idea of sentence formation. By grade 8, spelling without access to a dictionary appears to be strong.

THE ANNUAL TESTING PROGRAM
TESTING WRITING: GRADES FOUR, SIX, AND EIGHT, 1992-93

Background

On June 13, 1977, the North Carolina General Assembly enacted a law directing the State Board of Education to evaluate annually the educational progress of North Carolina students in the first, second, third, sixth, and ninth grades. Initially, testing was limited to reading, language arts and mathematics.

Developmental efforts in the assessment of writing began in 1979. The Annual Testing Commission, over the next four years, reviewed materials, met with writing consultants, determined criteria to be measured, developed test items and scoring guides, conducted small-scale tryouts, examined the procedures and products of preliminary studies, and conducted field studies on technical issues. The Commission's deliberations included public hearings to hear testimony from educators and the public.

In 1983, several test items were field tested with selected sixth and ninth graders. Students' writing samples were collected and scored using two different methods: focused holistic scoring* and criterion scoring. After examining field-test results, the Annual Testing Commission chose items and the focused holistic scoring method to be used in the statewide assessment of writing scheduled for the 1983-84 school year. Sixth-grade students were asked to do descriptive writing in 1983-84, 1986-87, 1988-89, 1990-91, and 1992-93. They were asked to do clarification writing in 1984-85, 1985-86, 1987-88, 1989-90 and 1991-92. Ninth-grade students were asked to complete a persuasive composition in 1983-84 and a point-of-view composition in 1984-85. Eighth-grade students were asked to do persuasive writing in 1985-86, 1987-88, 1989-90 and 1991-92 and point-of-view writing in 1986-87, 1988-89, 1990-91, and 1992-93. This year, 1992-93, fourth-grade students were asked for the first time to do personal narrative writing. They may be asked to write either a personal narrative or an imaginative narrative composition in subsequent years.

The Commission believes that statewide emphasis on writing instruction is needed and that the measurement of writing will encourage instructional attention to writing which, in turn, will improve student achievement in other areas of the curriculum. When writing is measured and the results are provided to teachers and students, more information will be available to use in planning instruction, allocating time, and securing resources necessary for those who have not made adequate progress in learning to write well. In 1984, the Commission made the decision to return the students' essays to the schools. Copies of the scoring guides used by readers are sent to all fourth, sixth and eighth-grade teachers each year the students in those grade levels are tested. The return of the students' essays allows teachers to use the scoring guides along with the essays to better understand the scoring criteria and to explain to parents the scores received by students each year. Writing is a basic skill and should be measured in order to focus attention on its development in the State's public schools.

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* Focused holistic scoring is the technical name given to scoring that reflects a reader's overall impression of a composition's quality, keeping in mind a set of prescribed characteristics and an acceptable level of proficiency.

The Writing Task

Fourth graders were asked to write a personal narrative composition, within 50 minutes, focusing on a special day that they had and telling about what they did that day that made the day special. Students were given additional time if they needed it. The composition was to exhibit effective sequencing of events and a clear progression of ideas. In addition, specific, relevant details were necessary to support the ideas. The writing was to be unified and elaborated, as well as organized with logical progression and overall completeness.

The sixth-grade writing task required students to write a descriptive composition, within 50 minutes, focusing on an interesting outdoor scene (e.g., mountain, beach, waterfall, park) and describing the scene to the reader. Basically, the writing task required students to describe the outdoor scene with sufficient supporting detail so that a reader could picture the scene. Throughout the composition, the writer was to demonstrate and maintain organization and to write coherently so that sentences and transitions flowed smoothly.

The writing task at the eighth grade was to write a point-of-view composition to support their opinion as to whether or not the school should place more emphasis on sports. The composition was to provide sufficient reasons with elaboration to convince the reader that the student's point-of-view was reasonable and logical. In point-of-view writing, the writer must convince the audience to agree with the writer. In attempting to convince the audience, information of sufficient power or compelling details must be provided. Also, information must be presented which is deemed appropriate for influencing a specified audience. As with other composition, the writing must be organized and coherent.

Scoring Writing Samples

Interest in the scoring of writing samples is not new in the field of education. For a long time, the general feeling was that it probably is not possible and certainly is not wise to make assumptions about a writer's proficiency without reading actual writing samples. However, there were problems related to scoring large numbers of writing samples. Writing scores were considered generally unreliable because of the difficulty in getting scorers to agree on the rating that should be assigned to a writing sample.

However, within the last twelve years, sufficient concern about the general quality of writing among public school and college students in this country caused instructional and measurement specialists alike to reopen the issues related to scoring writing samples. Sufficient research has been conducted to isolate the sources of historic unreliability in writing scores. Because of these efforts, more reliable scores are possible when reader training and scoring procedures are carefully controlled and monitored.

Focused holistic scoring has proven to be a versatile and a fairly reliable method of scoring writing samples. It is used by Texas, South Carolina, Maryland, New Jersey, and Maine, as well as a number of other states, in their writing assessments and has been adopted for use in North Carolina.

Focused holistic scoring (as defined by the Testing Commission) is closely related to holistic scoring, and an assigned score reflects a reader's general impression of each composition's quality. This process differs from pure holistic scoring, however, in two important ways. First, it requires readers to focus their attention on a set of prescribed composition characteristics and to assign scores based on the level of facility in these areas that the writer demonstrates. Second, this process requires each possible score to represent a specified level of proficiency for the set of composition characteristics being observed. Each point on the scale is anchored by a statement or series of statements describing the proficiency level that the point represents. The Commission selects a sample of student papers that represents each level or score point for readers to use as an

anchor for a particular score point. The score is useful because it represents a specific type and level of performance.

The second judgment describes the writer's proficiency with the conventions of sentence formation, usage, mechanics, and spelling. A different reader rates each convention according to an analytic score scale. Analytic scoring differs from holistic scoring in that the reader is not asked to make judgments about proficiency levels or to weight the writer's proficiency in one criteria over another. The reader assigns a score based on the number of errors present in a particular category. The categories are then weighted.

Reader Training

The first objective of reader training is to capitalize on the common knowledge and understanding among readers and to remove, at least temporarily, the biases that readers might have about the importance and appropriateness of certain characteristics of written composition. The training material is designed to define clearly each characteristic that the reader will be asked to evaluate. Wherever possible, the scoring guide, containing actual papers which were selected by the Commission, minimizes the need for making judgments and inferences. It is essential that readers accept the definitions set forth in the scoring guide.

Before scoring begins, test booklets containing the students' actual writing are divided so that obvious student and school identification information are separated from the compositions. Thus, readers cannot be influenced by factors such as geographical location. Each composition is scored by two independent readers who in most cases are expected to assign the same score. To ensure accuracy in scoring, readers are required to reach a common understanding of the definitions and of applications of the definitions. They receive three days of intensive training on the scoring guide and anchor papers. Agreement with other readers and consistent adherence to the scoring criteria are monitored throughout the scoring session. Validity papers are circulated among the readers throughout scoring to ensure room-wide adherence to the scoring standards. If readers do not agree with validity papers at least 70 percent of the time, they are retrained. Team leaders receive special training and are able to provide assistance or clarification to readers during each scoring session. In addition, the scoring director rescores all compositions on which the two scores differ by more than one point. Compositions for which the two scores differ by a single point are assigned a mid-point score. For example, if Reader A assigns a composition a score of 2 and Reader B assigns the composition a score of 1, the score reported to the student and teacher is 1.5. For the analytic scoring, only one reader reads the composition and assigns a score in each of the four categories. Retraining takes place daily with prescored papers. A percentage of the papers are scored twice for reliability studies.

Strict security guidelines are observed for the scoring process. For this reason, readers must sign a confidentiality statement, wear an identification badge in the scoring area, and leave all scoring materials in the scoring rooms. Security personnel monitor compliance with all security guidelines.

Results of the Writing Test

Fourth Grade

Fourth graders wrote a personal narrative about a special day that they had experienced and told about what they did that day that was special. The prompt and directions are shown below.

> **Think about a special day that you have had. Tell about what happened that was special.**

As you write your paper, remember to:

- Name your special day and tell what happened that made the day special.
- Be sure to tell about the events and people involved in what was special.
- Write in complete paragraphs.
- Check to be sure that you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

If the scores assigned by the two independent readers for any of the 84,686 fourth grade papers reflected a difference of two or more points, the composition was rescored by a third reader. The agreement rate of the readers is shown in the table below.

Table 2

Fourth-Grade Reader Agreement Status

Total Public	Perfect Agreement		Adjacent Agreement		Resolution Required	
School Papers	n	Percent	n	Percent	n	Percent
84,686	62,586	73.9	21,679	25.6	421	0.5

The 70 percent criterion rate for perfect agreement desired by the State Board of Education was exceeded, and the resolutions were few. Readers had a 78.6 percent perfect agreement rate with the validity papers that were circulated daily.

The rating score points ranged from 1 to 4 and are shown below.

Table 3

Personal Narrative Composition Score Scale For Fourth Graders

Score	Scale
4	The response exhibits a strong command of narrative writing.
3	The response exhibits a reasonable command of narrative writing.
2	The response exhibits a weak command of narrative writing by focusing on the prompt, but provides flawed and/or weak elaboration.
1	The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it.
NS	This code may be used for compositions that are entirely illegible or otherwise unscorable.

The results of the fourth-grade writing test are provided in Table 4 below. Nearly 2.8 percent of the students were assigned a score of 3.5 or 4.0, and about 32.0 percent scored a 1.0 or 1.5. The standards are quite high for a 4 since the paper must show strengths in all four criteria used to assess writing (main idea, supporting detail, organization, and coherence). The 2 score point indicates that the student is able to focus on the task with a strategy in mind and may provide concrete supporting details. The paper remains a 2 because of the sparsity of elaboration or an overriding flaw in organization and coherence. Less than one percent of the papers had problems which made them non-scorable.

Table 4

Distribution of Composition Scores for Fourth Graders

Score	n	Percentage	Cumulative Percentage
4.0	790	0.9	0.9
3.5	1,643	1.9	2.8
3.0	8,566	10.1	12.9
2.5	9,363	11.1	24.0
2.0	36,925	43.6	67.6
1.5	10,672	12.6	80.2
1.0	16,420	19.4	99.6
NS	307	0.4	100.0

A different reader assigned a separate score for the accepted English conventions of sentence formation, usage, mechanics, and spelling. A score of 1, 2, or 3 was used to rate each convention based on the number of errors in the essay.

The fourth-grade conventions scale is described below.

Table 5
Analytical Score Scale for Fourth-Grade Conventions

Convention	Score	Scale
Sentence Formation	3	contains zero to two errors
	2	contains three or four errors
	1	contains five or more errors
Usage	3	contains zero to three errors
	2	contains four to six errors
	1	contains seven or more errors
Mechanics	3	contains zero to four errors
	2	contains five to seven errors
	1	contains eight or more errors
Spelling	3	contains zero to five errors
	2	contains six to ten errors
	1	contains eleven or more errors

The fourth-grade results show that 69.7 percent of the papers received a score of 3 and 14.4 percent had a score of 1 in sentence formation. About 70.1 percent of the students received a score of 3 in usage, while 10.0 percent earned a score of 1. In mechanics nearly 70.4 percent were assigned a score of 3 and almost 11.1 percent earned a score of 1. In the convention of spelling, 53.0 percent of the papers received a score of 3; 20.6 percent of the students received a score of 1. Less than one percent of the papers were non-scorable (NS) because they were unreadable or blank. Table 6 shows the fourth-grade distribution of conventions scores for 1992-93. Since the percentages were rounded off to the nearest tenth, the cumulative percentage may not equal 100.

Table 6
Distribution of Conventions Scores for Fourth Graders

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	59,018	69.7	69.7
	2	13,393	15.8	85.5
	1	12,166	14.4	99.9
	NS	109	0.1	100.0
Usage	3	59,345	70.1	70.1
	2	16,795	19.8	89.9
	1	8,437	10.0	99.9
	NS	109	0.1	100.0
Mechanics	3	59,593	70.4	70.4
	2	15,544	18.4	88.8
	1	9,440	11.1	99.9
	NS	109	0.1	100.0
Spelling	3	44,895	53.0	53.0
	2	22,209	26.2	79.2
	1	17,473	20.6	99.8
	NS	109	0.1	99.9

Sixth Grade

Sixth graders were asked to write a descriptive composition about an interesting outdoor scene so that it could be pictured in the mind of the reader. The prompt and directions are shown below.

> **Think about an outdoor scene, such as a mountain, a beach, a waterfall, a park, that you consider interesting. Describe this sight so that your reader will be able to picture it.**

As you write your paper, remember to:

- Begin by identifying the scene you are going to describe.
- Use words that will help your reader picture the scene you are describing.
- Write in complete paragraphs.
- Check to be sure that you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

There were 84,369 public school student papers which were scored by two readers and rescored if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below.

Table 7

Sixth-Grade Reader Agreement Status

Total Public	Perfect Agreement		Adjacent Agreement		Resolution Required	
School Papers	n	Percent	n	Percent	n	Percent
84,369	56,825	67.4	26,851	31.8	693	0.8

Readers did not quite attain the 70 percent perfect agreement desired by the State Board of Education; however, there were few resolutions needed. There was an 86.1 percent perfect agreement rate with the validity papers that were circulated daily.

The rating score points ranged from 1 to 4 and are described below.

Table 8

Descriptive Composition Score Scale For Sixth Graders

Score	Scale
4	The paper exhibits a strong command of descriptive writing.
3	The paper exhibits a reasonable command of descriptive writing.
2	The paper describes an outdoor scene and attempts to let the reader picture the scene.
1	There is evidence that the writer has read the prompt and attempted to respond to it.
NS	This code may be used for compositions that are entirely illegible or otherwise unscorable.

About 6.0 percent of the students received a score of 3.5 or 4.0 and about 21.9 percent scored a 1.0 or 1.5. Likewise, 18.3 percent scored a 3.0 and 36.6 percent scored a 2.0. The standards are quite high for a 4 since the paper must show strengths in all four criteria used to assess writing (main idea, supporting detail, organization, and coherence). The 2 score point indicates that the student is able to focus on the task with a strategy in mind and give concrete details. The paper remains in the 2 score point because of the sparsity of elaboration or an overriding flaw in organization and coherence. Less than one percent of the papers had problems which made them non-scorable. The sixth-grade writing results are given below in Table 9. Since the percentages were rounded off to the nearest tenth, the cumulative percentage may not equal 100.

Table 9

Distribution of Composition Scores for Sixth Graders

Score	n	Percentage	Cumulative Percentage
4.0	1,754	2.1	2.1
3.5	3,251	3.9	6.0
3.0	15,432	18.3	24.3
2.5	14,304	17.0	41.3
2.0	30,920	36.6	77.9
1.5	9,297	11.0	88.9
1.0	9,160	10.9	99.8
NS	251	0.3	100.1

A new scoring system was used this year to rate the four accepted English conventions of sentence formation, usage, mechanics, and spelling. A separate score was assigned by one independent reader for each one of the four conventions. Therefore, each convention was rated a 1, 2, or 3, depending on the number of errors exhibited in each student's paper.

The analytical score scale for the sixth-grade conventions is shown below.

Table 10
Analytical Score Scale for Sixth-Grade Conventions

Convention	Score	Scale
Sentence Formation	3	contains zero to two errors
	2	contains three or four errors
	1	contains five or more errors
Usage	3	contains zero to three errors
	2	contains four to six errors
	1	contains seven or more errors
Mechanics	3	contains zero to four errors
	2	contains five to seven errors
	1	contains eight or more errors
Spelling	3	contains zero to four errors
	2	contains five to seven errors
	1	contains eight or more errors

Results of the sixth-grade conventions scoring revealed that 71.0 percent of the students received a score of 3, and 12.7 percent earned a score of 1 in the area of sentence formation. In usage 62.1 percent of the papers were rated a 3; 12.5 percent of the papers were assigned a 1. In the area of mechanics 50.7 percent of the papers were scored with a 3 while 21.7 percent had a score of 1. In addition, a score of 3 was assigned to 54.8 percent for spelling and 22.4 percent obtained a 1. Less than one percent of the papers were judged to be non-scorable. The distribution of the sixth-grade conventions scores is shown in Table 11 below. The cumulative percentage may not always equal 100 since the percentages were rounded to the nearest tenth.

Table 11
Distribution of Conventions Scores for Sixth Graders

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	59,892	71.0	71.0
	2	13,733	16.3	87.3
	1	10,688	12.7	100.0
	NS	56	0.1	100.1
Usage	3	52,367	62.1	62.1
	2	21,432	25.4	87.5
	1	10,514	12.5	100.0
	NS	56	0.1	100.1
Mechanics	3	42,735	50.7	50.7
	2	23,241	27.5	78.2
	1	18,337	21.7	99.9
	NS	56	0.1	100.0
Spelling	3	46,259	54.8	54.8
	2	19,146	22.7	77.5
	1	18,908	22.4	99.9
	NS	56	0.1	100.0

Eighth Grade

Eighth graders were asked to write point-of-view compositions in which they support their opinions as to whether or not the school should place more emphasis on sports. The directions and prompt are shown below.

> **DIRECTIONS:** Read each of the statements below. Then choose one of the statements and write an article for your school newspaper explaining why you agree with this statement.
>
> **Your school should place more emphasis on sports.**
>
> **OR**
>
> **Your school should not place more emphasis on sports.**
>
> As you write your paper, remember to:
>
> - Tell whether you are for or against more emphasis on sports in your school.
> - Give at least two different reasons why you are for or against more emphasis on sports in your school and explain your reasons.
> - Write in paragraph form.
> - Check to be sure that you are writing good sentences.
> - Use correct grammar, spelling, capitalization, and punctuation.

As with the fourth and sixth grades, two readers read each eighth-grade paper with rescoring required for any paper with scores that differed by more than one point on a four-point scale. A total of 81,845 public school student papers was scored with 70.9 percent perfect agreement. The overall agreement rates are shown below.

Table 12

Eighth-Grade Reader Agreement Status

Total Public	Perfect Agreement		Adjacent Agreement		Resolution Required	
School Papers	n	Percent	n	Percent	n	Percent
81,845	58,044	70.9	23,492	28.7	309	0.4

The 70 percent criterion rate for perfect agreement desired by the State Board of Education was exceeded, and the resolutions were quite few. Readers also had a 88.5 percent perfect agreement rate with the validity papers that were circulated daily.

The rating score points ranged from 1 to 4 and are described below.

Table 13

Point-of-View Composition Score Scale For Eighth Graders

Score	Scale
4	The response exhibits a strong command of point-of-view writing.
3	The response exhibits a reasonable command of point-of-view writing.
2	The response exhibits a weakness of point-of-view writing.
1	The response exhibits a lack of command of point-of-view writing. There is evidence that the writer has read the prompt and attempted to respond to it.
NS	This code may be used for compositions that are entirely illegible or otherwise unscorable.

According to the eighth-grade composition scoring results in Table 14, about 12.4 percent of the students received a score of 3.5 or 4.0, and about 10.0 percent scored at 1.0 or 1.5. About 29.0 percent scored a 3.0, and 31.8 percent scored a 2.0. The standards are quite high for a 4 since the paper must show strengths in all four criteria used to assess writing (main idea, supporting detail, organization, and coherence). The 2 score point indicates that the student is able to focus on the task with a strategy in mind and give clear reasons for the position. The paper remains in the 2 score point because of the sparsity of elaboration or an overriding flaw in organization and coherence. Only about 0.3 percent of the papers had problems which made them non-scorable. Students had little difficulty writing on the task.

Table 14

Distribution of Composition Scores for Eighth Graders

Score	n	Percentage	Cumulative Percentage
4.0	4,372	5.3	5.3
3.5	5,792	7.1	12.4
3.0	23,725	29.0	41.4
2.5	13,468	16.5	57.9
2.0	26,060	31.8	89.7
1.5	4,232	5.2	94.9
1.0	3,939	4.8	99.7
NS	256	0.3	100.0

A new score scale was used this year to rate conventions. Each student paper received separate scores for each of the four accepted English conventions of sentence formation, usage, mechanics, and spelling. The assigned score was either a 1, 2, or 3, depending on the number of errors in the paper.

The analytical score scale for eighth-grade conventions is shown below.

Table 15
Analytical Score Scale for Eighth-Grade Conventions

Convention	Score	Scale
Sentence Formation	3	contains zero to one errors
	2	contains two or three errors
	1	contains four or more errors
Usage	3	contains zero to three errors
	2	contains four to six errors
	1	contains seven or more errors
Mechanics	3	contains zero to three errors
	2	contains four to six errors
	1	contains seven or more errors
Spelling	3	contains zero to four errors
	2	contains five to seven errors
	1	contains eight or more errors

The conventions scores for the eighth graders showed that 61.0 percent of the papers were assigned a score of 3 in sentence formation while 14.5 percent were rated a score of 1. For the convention of usage, 54.9 percent of the students earned a score of 3, and 17.0 percent received a score of 1. In mechanics, 34.8 percent had a score of 3; 33.6 percent had a score of 1. Also, 74.0 percent received a score of 3 in spelling, and 10.1 obtained a score of 1. Less than one percent of the papers were judged to be non-scorable since they were blank or unreadable. The distribution of the eighth-grade conventions scores is shown in Table 16 below. The cumulative percentage may not always equal 100 since the percentages were rounded to the nearest tenth.

Table 16
Distribution of Conventions Scores for Eighth Graders

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	49,966	61.0	61.0
	2	19,841	24.2	85.2
	1	11,878	14.5	99.7
	NS	160	0.2	99.9
Usage	3	44,896	54.9	54.9
	2	22,896	28.0	82.9
	1	13,893	17.0	99.9
	NS	160	0.2	100.1
Mechanics	3	28,457	34.8	34.8
	2	25,708	31.4	66.2
	1	27,520	33.6	99.8
	NS	160	0.2	100.0
Spelling	3	60,528	74.0	74.0
	2	12,896	15.8	89.8
	1	8,261	10.1	99.9
	NS	160	0.2	100.1

Review of Previous Writing Performance

Making comparisons of writing performance, based on focused holistic scoring, across years is difficult due to the pattern of scores that a given prompt produces. One prompt by its very nature may produce a distribution of scores that is uniformly higher or lower than another prompt. Other prompts may tend to be easier to produce reasons and elaborations for and yield greater proportions of particular score points. North Carolina's scoring guides maintain exactly the same standards across years for a mode of composition; however, the special characteristics of a prompt can produce different distributions of scores from these guides. Another problem in making the straight comparisons across years is the difference in experience resulting from the actual time of the school year the assessment was administered, at what grade level the assessment was administered, and the number of years between assessments. Furthermore, emphasis given to each type of writing in the curriculum may vary from classroom to classroom. For these reasons, changes in writing across years are difficult to interpret. However, with these precautions in mind, the data in Tables 19, 20, 22, and 23 are presented.

Since this year's administration of the writing test is the first assessment of fourth graders, there is no comparative data available for this grade level. The percentage of students receiving scores of 3.5 or better has increased slightly from 5.2 in 1990-91 to 6.0 for descriptive writing at grade 6 and has increased from 8.1 to 12.4 for point-of-view writing at grade 8. In the sixth grade, the percentage of students receiving 2.5 or higher for descriptive writing has decreased from 43.1 in 1990-91 to 41.3 in 1992-93. The number of students scoring 2.5 or above for point-of-view writing has increased from 54.8 percent to 57.9 percent at grade 8. On the other end of the scale, the percentage receiving 1.0 and 1.5 for grade 6 descriptive writing decreased from 23.3 percent in 1990-91 to 21.9 this year and for grade 8 point-of-view writing, increased from 8.7 in 1990-91 to 10.0 this year.

While the change in scores at both grade levels for the last two years has varied slightly, the overall trend has definitely shown a substantial improvement. This improvement is evidenced at both ends of the score scale and can be seen from earlier test administration data over the past nine years.

There is no comparative information available for conventions since it now uses the new analytical score scale at the fourth-, sixth-, and eighth-grade levels.

The following tables show the score point distribution for the years that personal narrative, descriptive, point-of-view, clarification and persuasive writing have been assessed. Tables 18, 21, and 24 contain this year's conventions scores.

Table 17
Distribution of Personal Narrative Composition Scores
Fourth Grade

	1992-93	
Score	n	Percentage
4.0	790	0.9
3.5	1,643	1.9
3.0	8,566	10.1
2.5	9,363	11.1
2.0	36,925	43.6
1.5	10,672	12.6
1.0	16,420	19.4
NS	307	0.4

Table 18
Distribution of Conventions Scores
Fourth Grade

1992-93

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	59,018	69.7	69.7
	2	13,393	15.8	85.5
	1	12,166	14.4	99.9
	NS	109	0.1	100.0
Usage	3	59,345	70.1	70.1
	2	16,795	19.8	89.9
	1	8,437	10.0	99.9
	NS	109	0.1	100.0
Mechanics	3	59,593	70.4	70.4
	2	15,544	18.4	88.8
	1	9,440	11.1	99.9
	NS	109	0.1	100.0
Spelling	3	44,895	53.0	53.0
	2	22,209	26.2	79.2
	1	17,473	20.6	99.8
	NS	109	0.1	99.9

Table 19
Distribution of Descriptive Composition Scores
Sixth Grade

1983-84

Score	n	Percentage
4.0	3,271	3.83
3.5	3,618	4.23
3.0	17,096	19.99
2.5	10,827	12.66
2.0	32,957	38.54
1.5	6,340	7.41
1.0	10,704	12.52
NS	698	.82

1986-87

Score	n	Percentage
4.0	1,812	2.29
3.5	2,632	3.32
3.0	9,405	11.87
2.5	8,730	11.02
2.0	24,345	30.74
1.5	9,688	12.23
1.0	22,312	28.17
NS	279	.36

1988-89

Score	n	Percentage
4.0	2,255	2.78
3.5	4,081	5.03
3.0	21,223	26.17
2.5	2,875	15.88
2.0	26,133	32.22
1.5	4,966	6.12
1.0	9,136	11.27
NS	427	.53

1990-91

Score	n	Percentage
4.0	1,243	1.5
3.5	2,974	3.7
3.0	18,148	22.4
2.5	12,506	15.5
2.0	26,957	33.3
1.5	7,266	9.0
1.0	11,541	14.3
NS	208	0.3

1992-93

Score	n	Percentage
4.0	1,754	2.1
3.5	3,251	3.9
3.0	15,432	18.3
2.5	14,304	17.0
2.0	30,920	36.6
1.5	9,297	11.0
1.0	9,160	10.9
NS	251	0.3

Table 20
Distribution of Clarification Composition Scores
Sixth Grade

1984-85

Score	n	Percentage
4.0	1,203	1.45
3.5	2,138	2.80
3.0	12,033	14.55
2.5	10,801	13.06
2.0	27,879	33.71
1.5	11,035	13.34
1.0	16,870	20.40
NS	575	.70

1985-86

Score	n	Percentage
4.0	1,131	1.39
3.5	2,591	3.19
3.0	14,657	18.06
2.5	12,913	15.91
2.0	38,928	47.97
1.5	5,584	6.88
1.0	4,928	6.07
NS	423	.52

1987-88

Score	n	Percentage
4.0	3,537	4.59
3.5	4,996	6.49
3.0	16,125	20.93
2.5	11,855	15.39
2.0	29,710	38.56
1.5	4,749	6.16
1.0	5,811	7.54
NS	262	.34

1989-90

Score	n	Percentage
4.0	2,855	3.53
3.5	4,444	5.49
3.0	21,589	26.69
2.5	12,091	14.95
2.0	26,965	33.33
1.5	5,749	7.11
1.0	6,659	8.23
NS	550	.68

1991-92

Score	n	Percentage
4.0	3,117	3.7
3.5	4,905	5.8
3.0	26,171	31.2
2.5	14,042	16.7
2.0	26,696	31.8
1.5	4,553	5.4
1.0	4,202	5.0
NS	216	0.3

Table 21
Distribution of Conventions Scores
Sixth Grade

1992-93

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	59,892	71.0	71.0
	2	13,733	16.3	87.3
	1	10,688	12.7	100.0
	NS	56	0.1	100.1
Usage	3	52,367	62.1	62.1
	2	21,432	25.4	87.5
	1	10,514	12.5	100.0
	NS	56	0.1	100.1
Mechanics	3	42,735	50.7	50.7
	2	23,241	27.5	78.2
	1	18,337	21.7	99.9
	NS	56	0.1	100.0
Spelling	3	46,259	54.8	54.8
	2	19,146	22.7	77.5
	1	18,908	22.4	99.9
	NS	56	0.1	100.0

Table 22
Distribution of Point-of-View Composition Scores
Ninth and Eighth Graders

1984-85

Score	n	Percentage
4.0	3,823	4.10
3.5	4,652	4.99
3.0	18,788	20.16
2.5	11,537	12.38
2.0	35,563	38.15
1.5	6,844	7.34
1.0	11,535	12.28
NS	468	.50

1986-87

Score	n	Percentage
4.0	1,484	1.79
3.5	3,066	3.69
3.0	13,529	16.30
2.5	13,209	15.91
2.0	36,204	43.61
1.5	6,768	8.15
1.0	8,543	10.29
NS	212	.26

1988-89

Score	n	Percentage
4.0	3,179	3.94
3.5	5,237	6.48
3.0	23,109	28.61
2.5	12,915	15.99
2.0	26,562	32.89
1.5	4,332	5.36
1.0	5,265	6.52
NS	165	.20

1990-91

Score	n	Percentage
4.0	2,064	2.6
3.5	4,384	5.5
3.0	22,699	28.5
2.5	14,503	18.2
2.0	28,824	36.2
1.5	3,736	4.7
1.0	3,184	4.0
NS	174	0.2

1992-93

Score	n	Percentage
4.0	4,372	5.3
3.5	5,793	7.1
3.0	23,725	29.0
2.5	13,468	16.5
2.0	26,060	31.8
1.5	4,232	5.2
1.0	3,939	4.8
NS	256	0.3

Table 23
Distribution of Persuasive Composition Scores
Ninth and Eighth Graders

1983-84

Score	n	Percentage
4.0	869	.99
3.5	1,206	1.38
3.0	4,039	4.61
2.5	5,735	6.54
2.0	19,394	22.12
1.5	15,741	17.95
1.0	39,652	45.23
NS	1,035	1.18

1985-86

Score	n	Percentage
4.0	1,282	1.48
3.5	2,390	2.75
3.0	10,453	12.03
2.5	12,410	14.29
2.0	43,844	50.47
1.5	7,999	9.21
1.0	8,010	9.22
NS	485	.56

1987-88

Score	n	Percentage
4.0	6,664	8.22
3.5	7,525	9.28
3.0	27,202	33.56
2.5	12,169	15.01
2.0	22,361	27.59
1.5	2,307	2.85
1.0	2,541	3.14
NS	278	.34

1989-90

Score	n	Percentage
4.0	3,857	4.95
3.5	5,954	7.64
3.0	24,509	31.43
2.5	12,632	16.20
2.0	20,832	26.72
1.5	3,997	5.13
1.0	4,078	5.23
NS	2,117	2.71

1991-92

Score	n	Percentage
4.0	3,063	3.8
3.5	5,037	6.3
3.0	25,423	31.8
2.5	12,758	15.9
2.0	22,305	27.9
1.5	5,147	6.4
1.0	6,110	7.6
NS	167	0.2

Table 24
Distribution of Conventions Scores
Eighth Grade

1992-93

Convention	Score	n	Percent	Cumulative Percentage
Sentence Formation	3	49,966	61.0	61.0
	2	19,841	24.2	85.2
	1	11,878	14.5	99.7
	NS	160	0.2	99.9
Usage	3	44,896	54.9	54.9
	2	22,896	28.0	82.9
	1	13,893	17.0	99.9
	NS	160	0.2	100.1
Mechanics	3	28,457	34.8	34.8
	2	25,708	31.4	66.2
	1	27,520	33.6	99.8
	NS	160	0.2	100.0
Spelling	3	60,528	74.0	74.0
	2	12,896	15.8	89.8
	1	8,261	10.1	99.9
	NS	160	0.2	100.1

Figure 1
Distribution of Personal Narrative Writing Scores
Fourth Graders

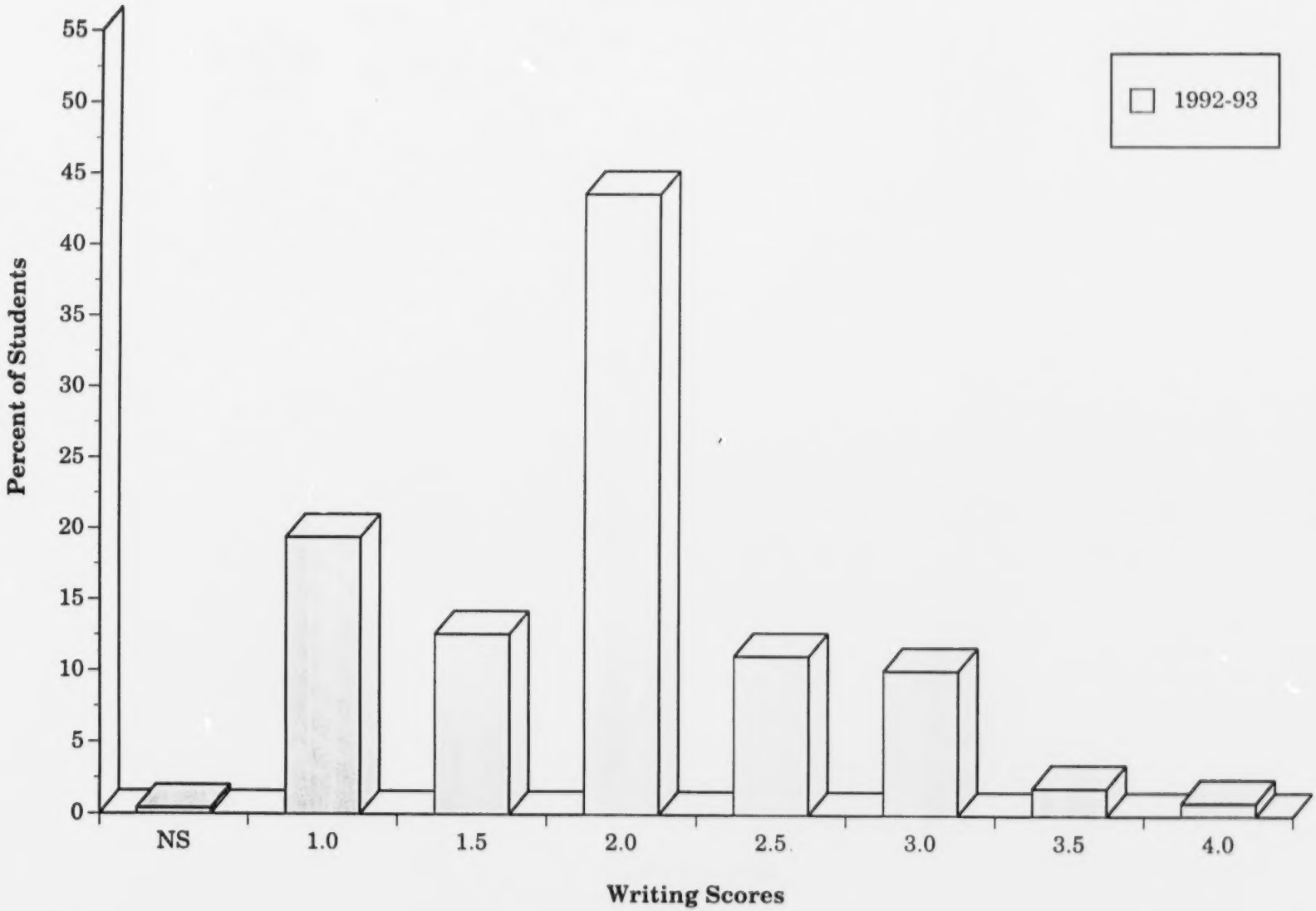


Figure 2
Distribution of Conventions Scores
Grade 4 Writing Assessment
1992-1993

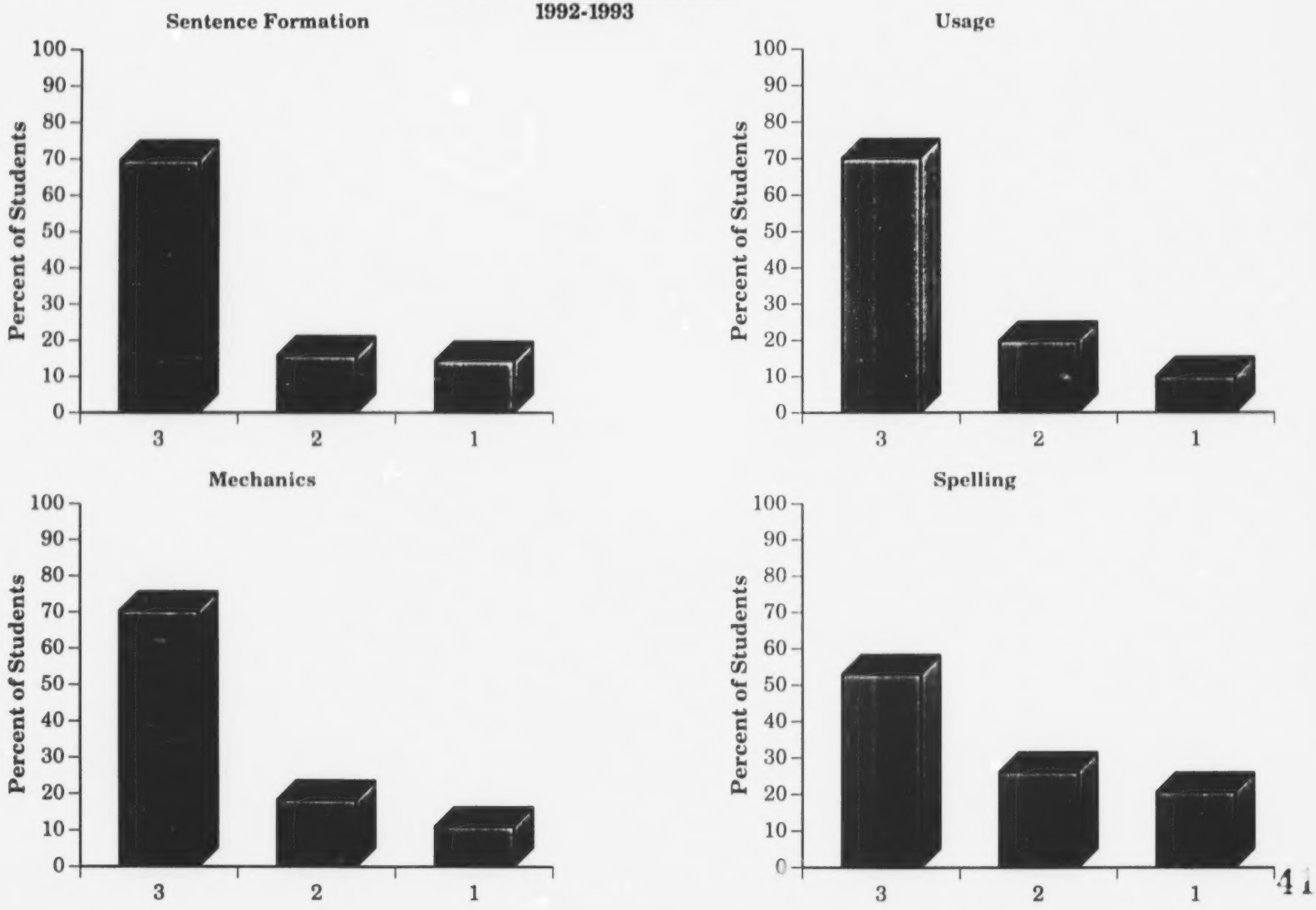
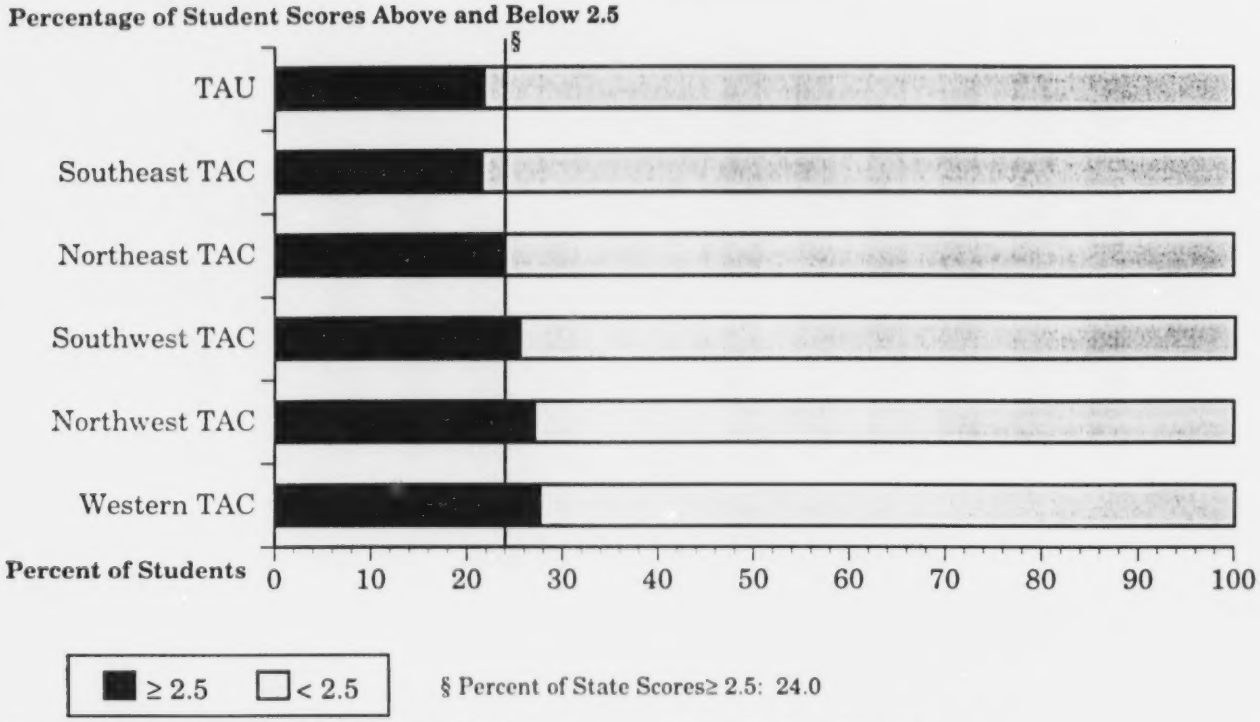


Figure 3
Total Region – Group Distribution
Grade 4 Writing Assessment
1992-1993



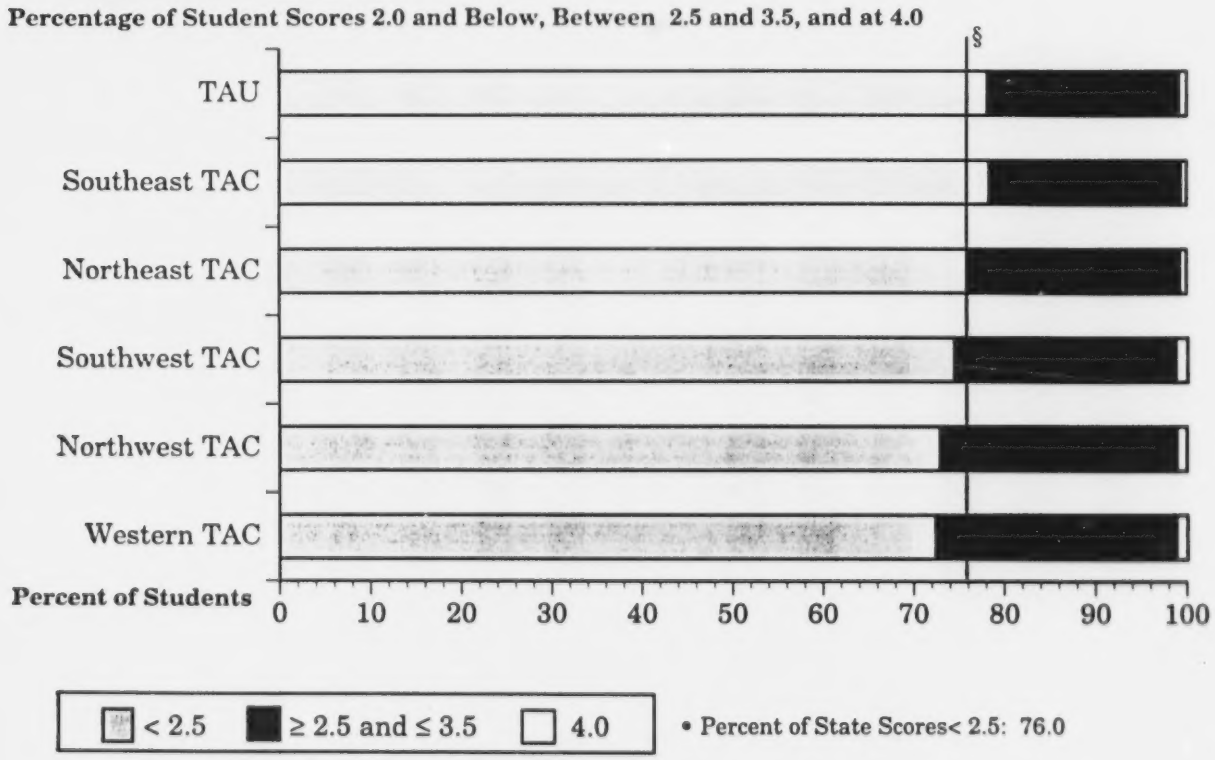


Figure 4
Total Region - Conventions Score
Grade 4 Writing Assessment
1992-1993

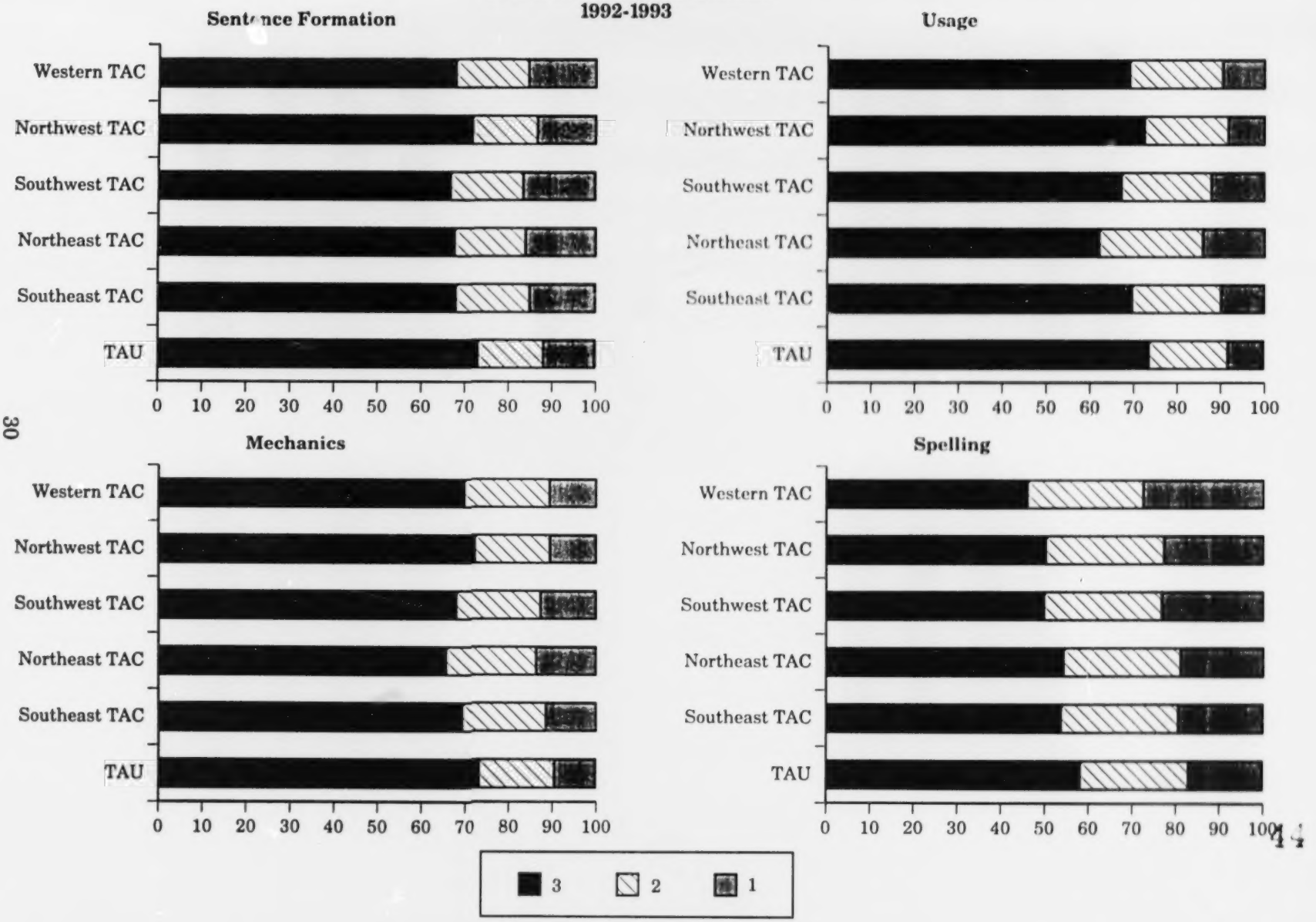
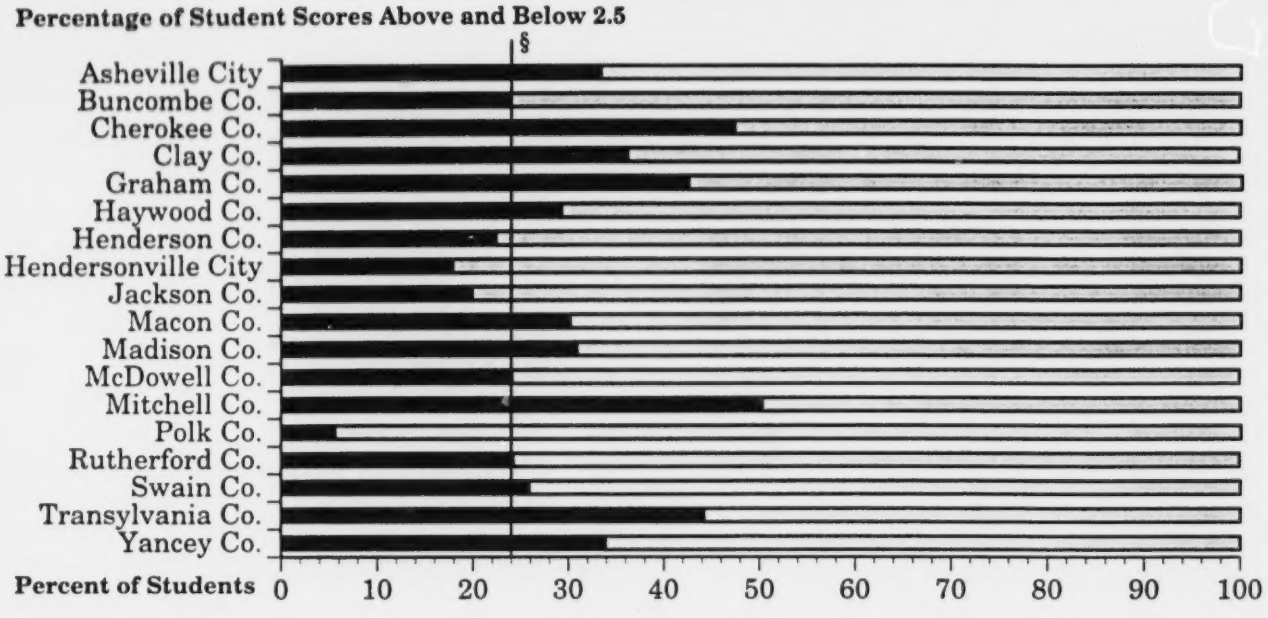


Figure 5
Western Region – Group Distribution
Grade 4 Writing Assessment
1992-1993



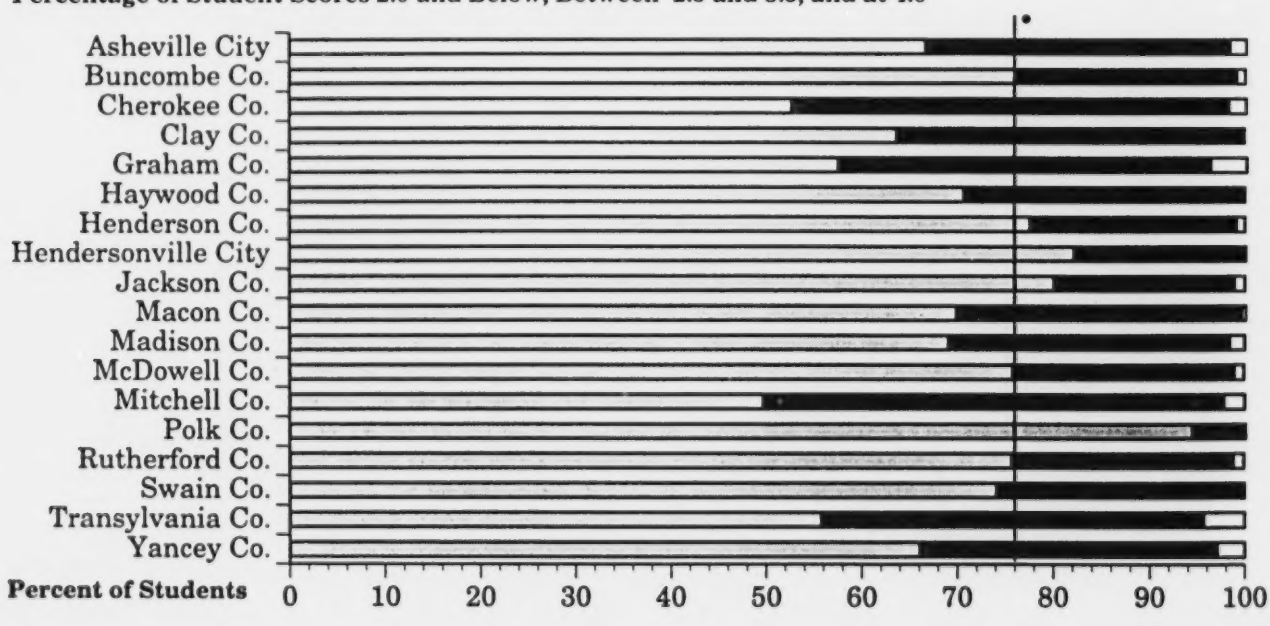


Figure 6
Western Region - Conventions Score
Grade 4 Writing Assesment
1992-1993

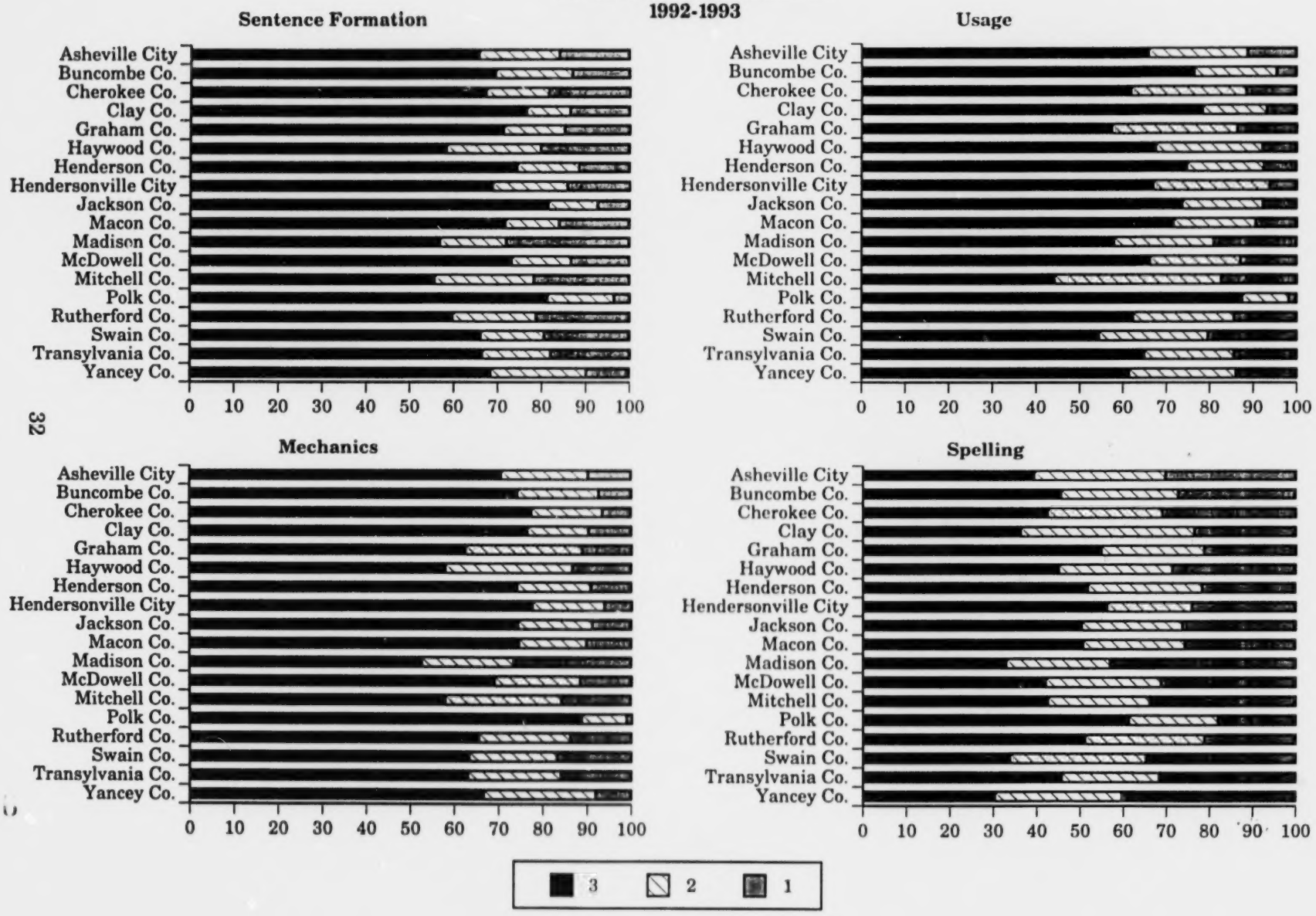
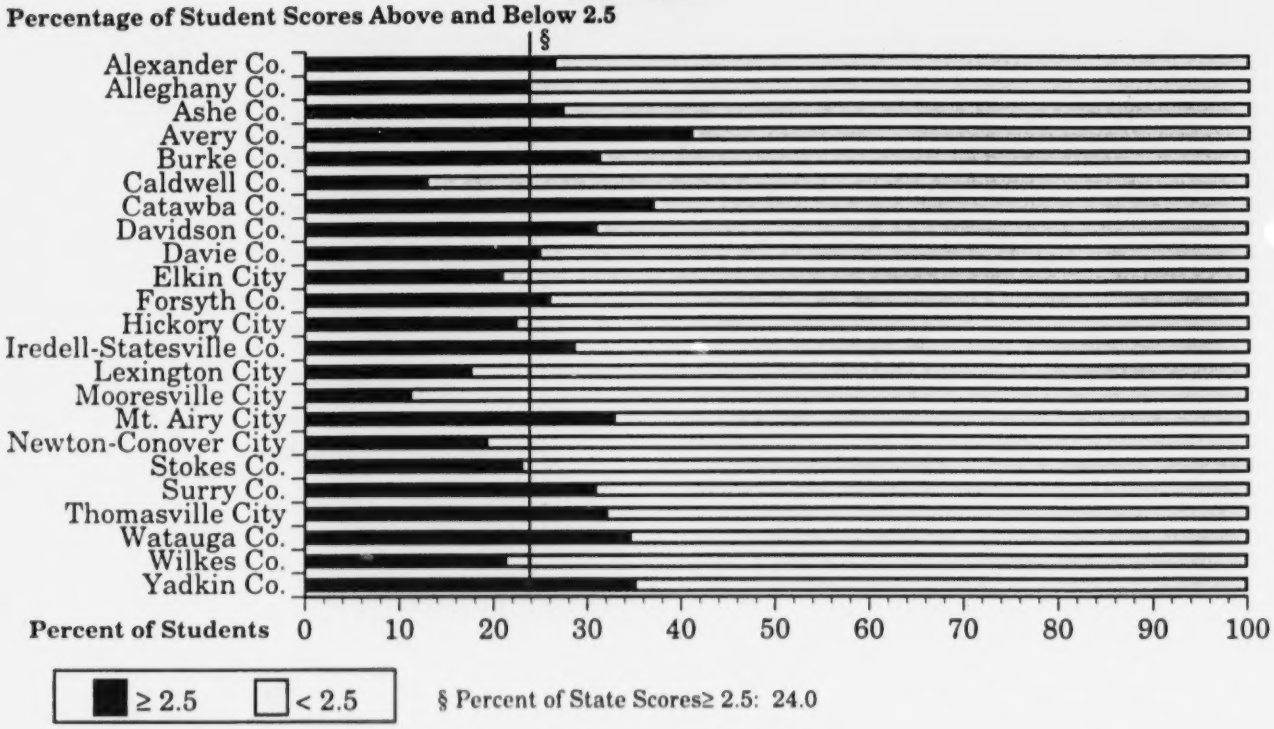


Figure 7
Northwest Region - Group Distribution
Grade 4 Writing Assessment
1992-1993



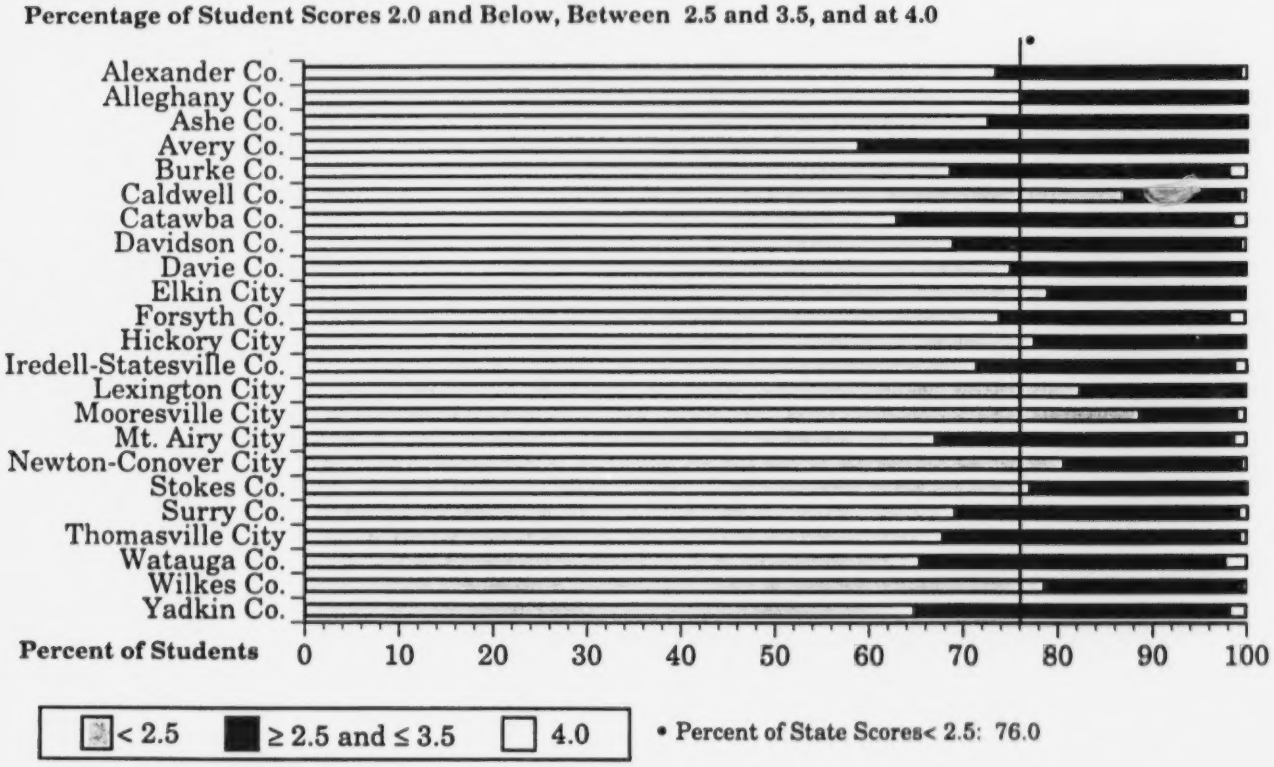


Figure 8
Northwest Region - Conventions Score
Grade 4 Writing Assesment
1992-1993

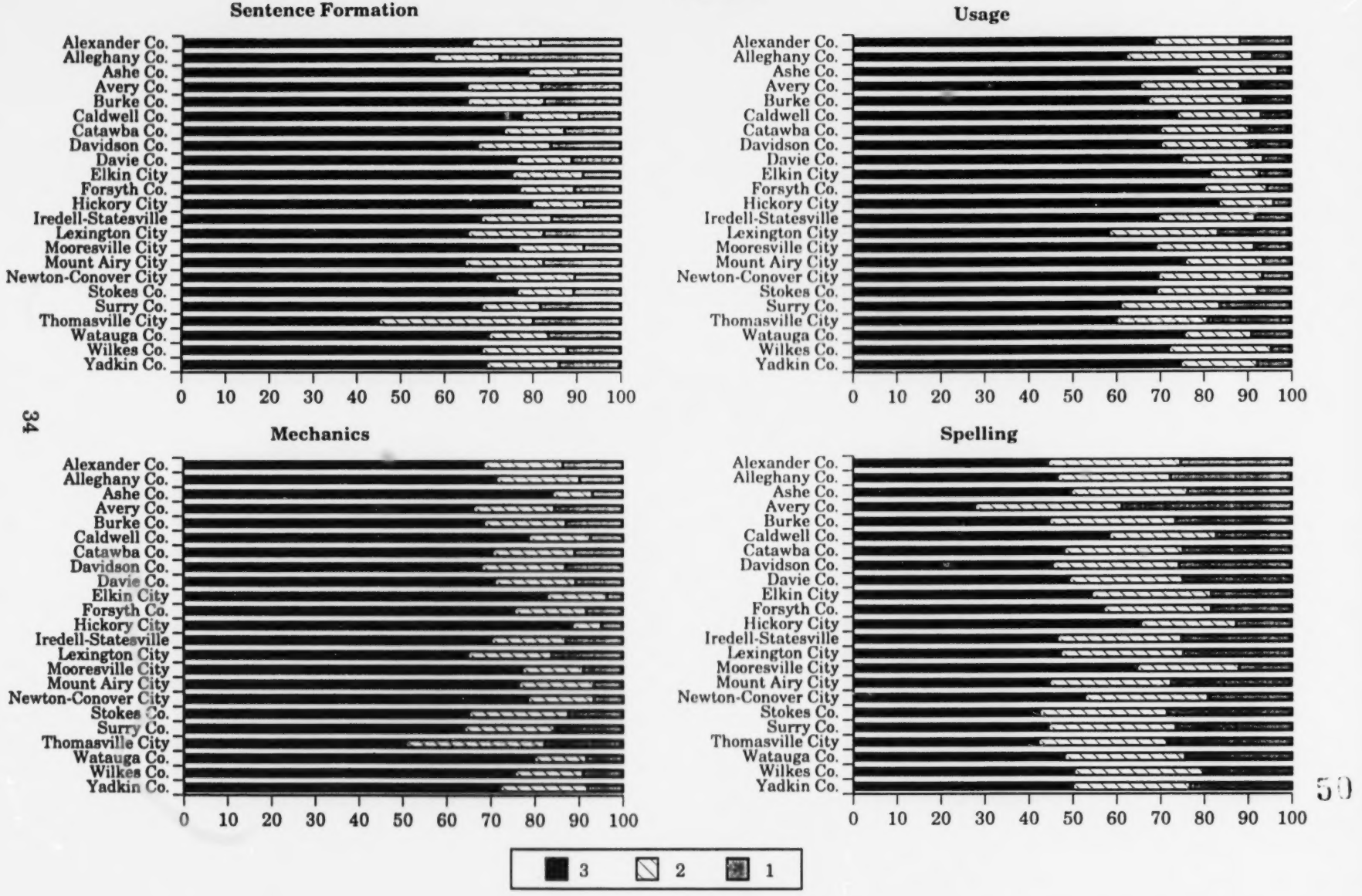
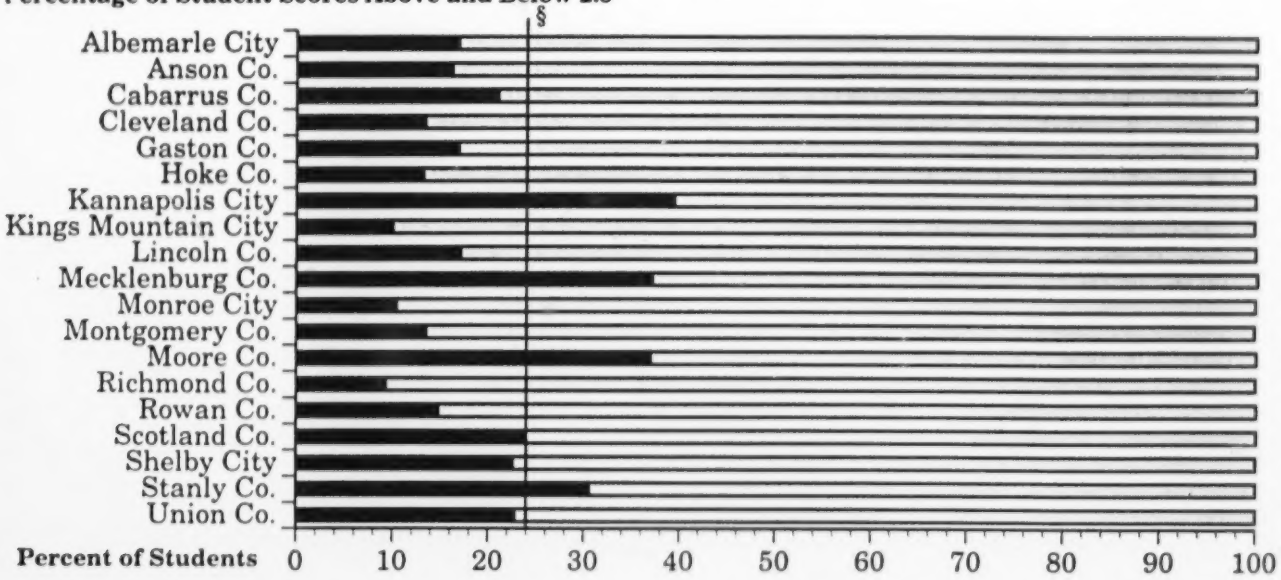


Figure 9
Southwest Region – Group Distribution
Grade 4 Writing Assessment
1992-1993

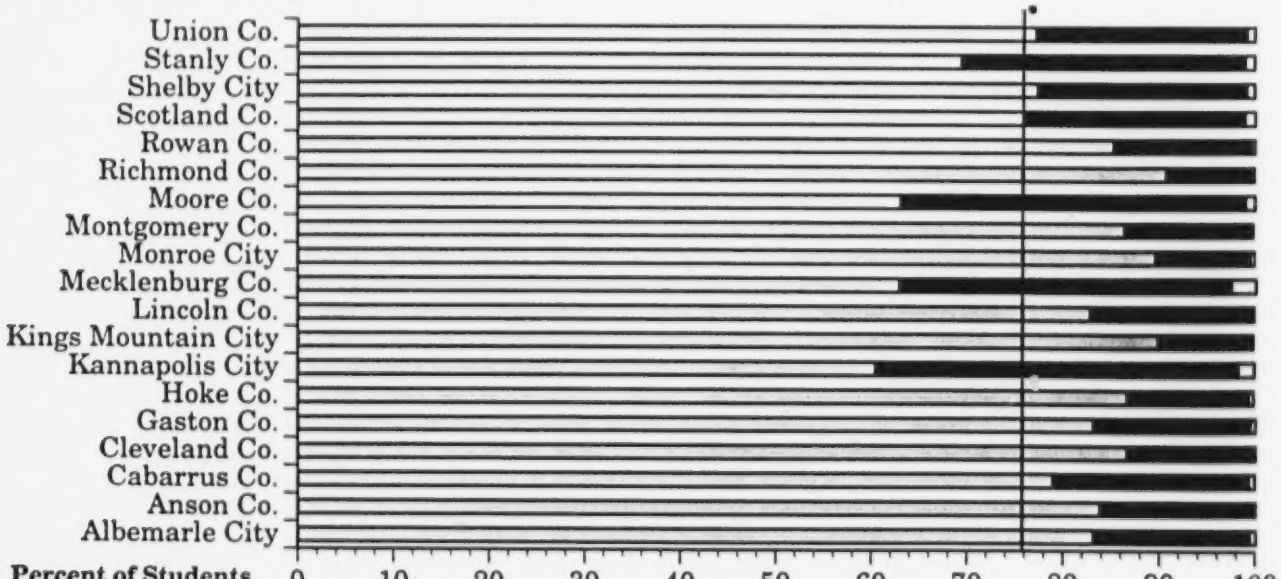
Percentage of Student Scores Above and Below 2.5



≥ 2.5 < 2.5

§ Percent of State Scores≥ 2.5: 24.0

Percentage of Student Scores 2.0 and Below, Between 2.5 and 3.5, and at 4.0



< 2.5 ≥ 2.5 and ≤ 3.5 4.0

• Percent of State Scores< 2.5: 76.0

Figure 10
Southwest Region - Conventions Score
Grade 4 Writing Assesment
1992-1993

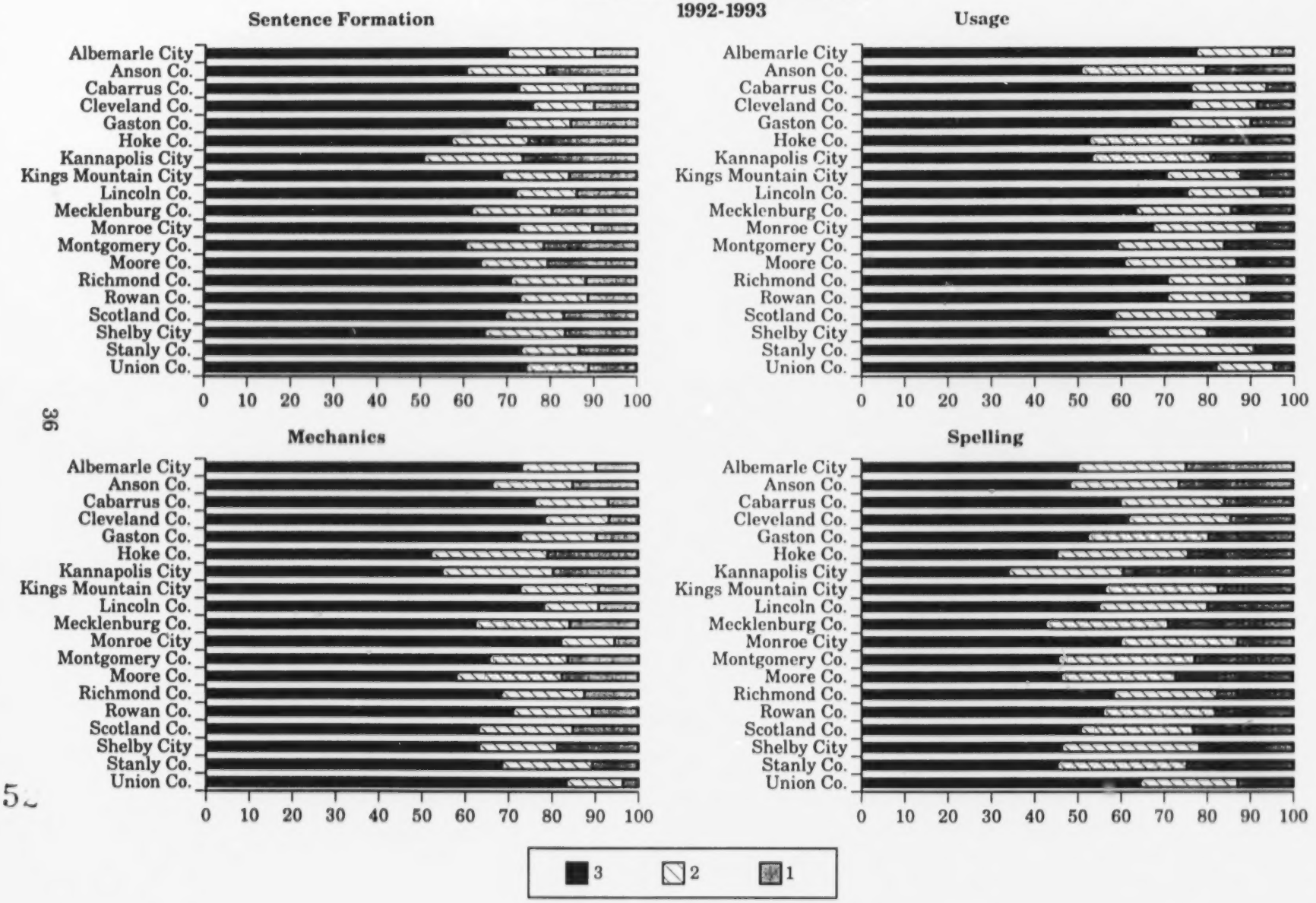
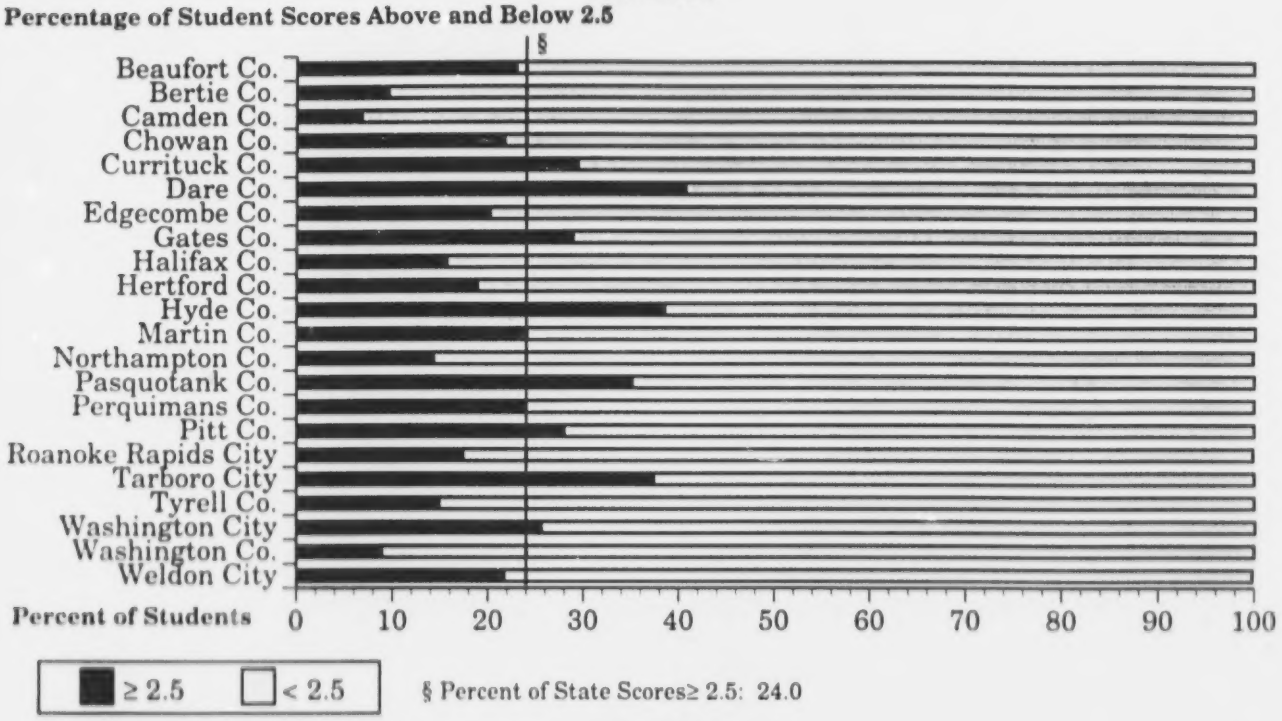


Figure 11
Northeast Region - Group Distribution
Grade 4 Writing Assessment
1992-1993



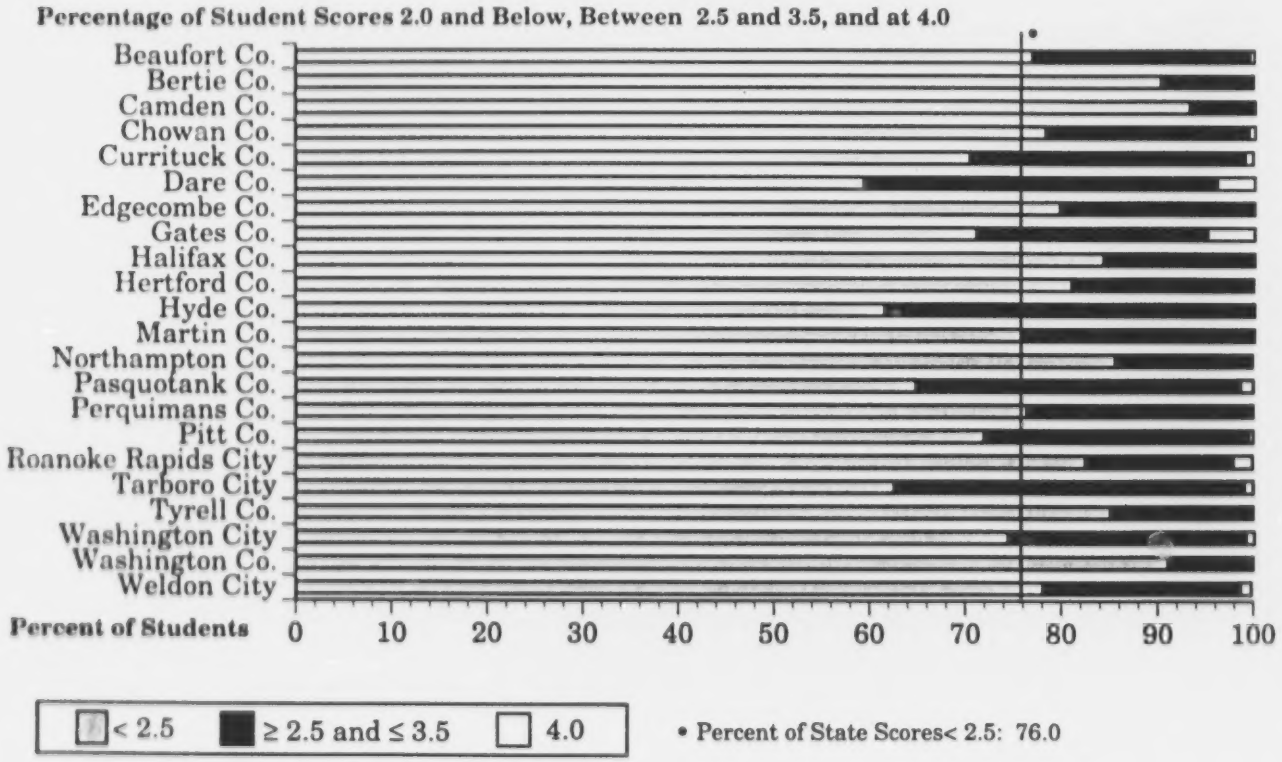


Figure 12
Northeast Region - Conventions Score
Grade 4 Writing Assesment
1992-1993

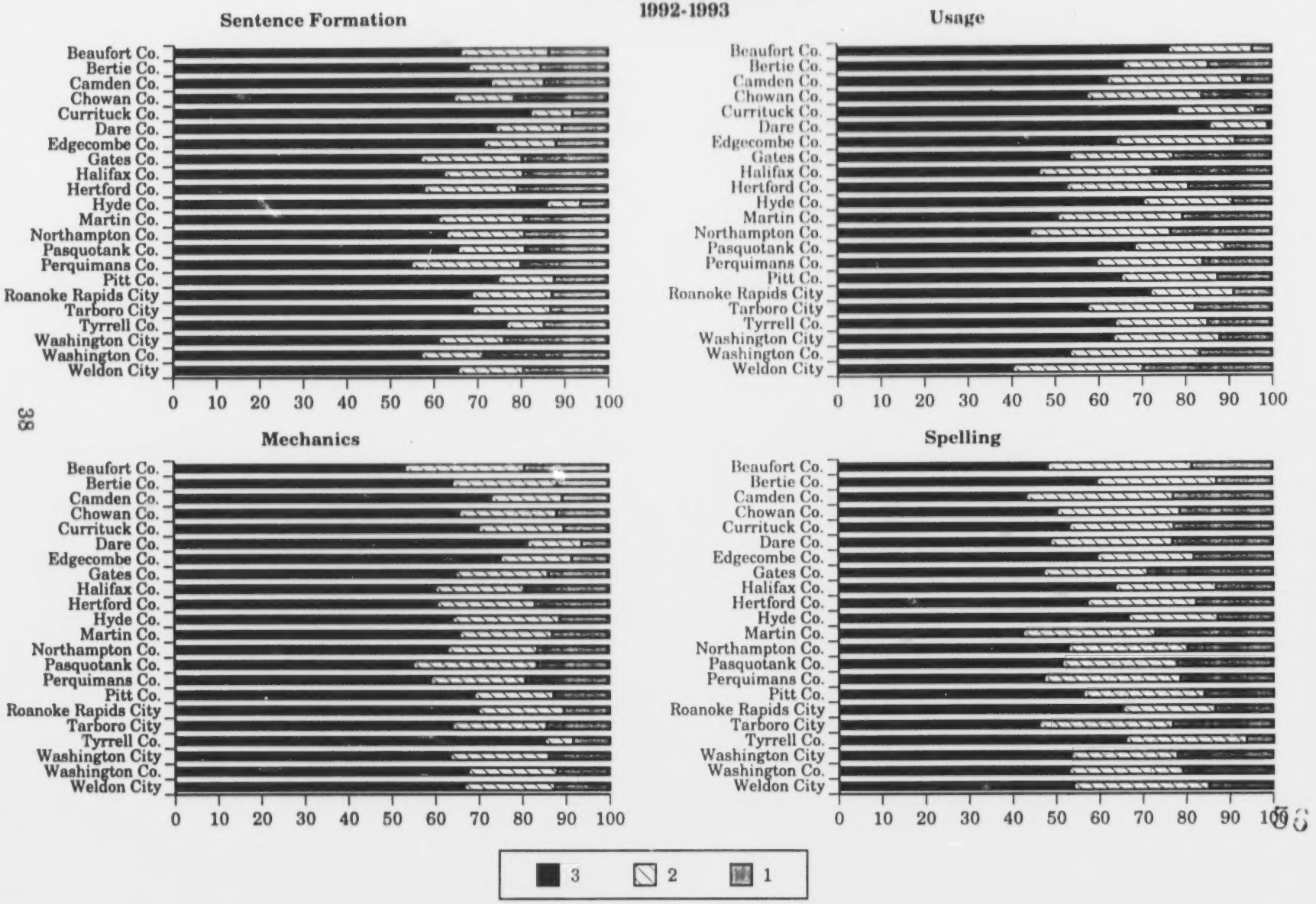
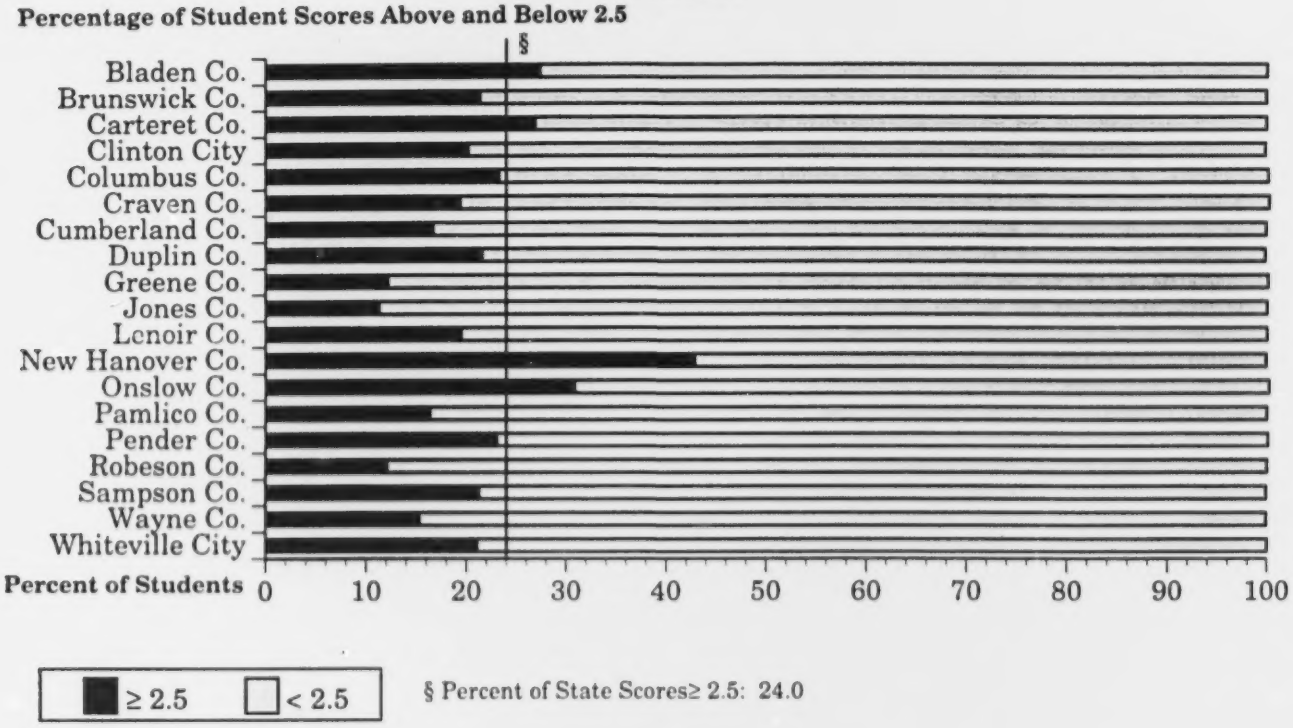


Figure 13
Southeast Region – Group Distribution
Grade 4 Writing Assessment
1992-1993



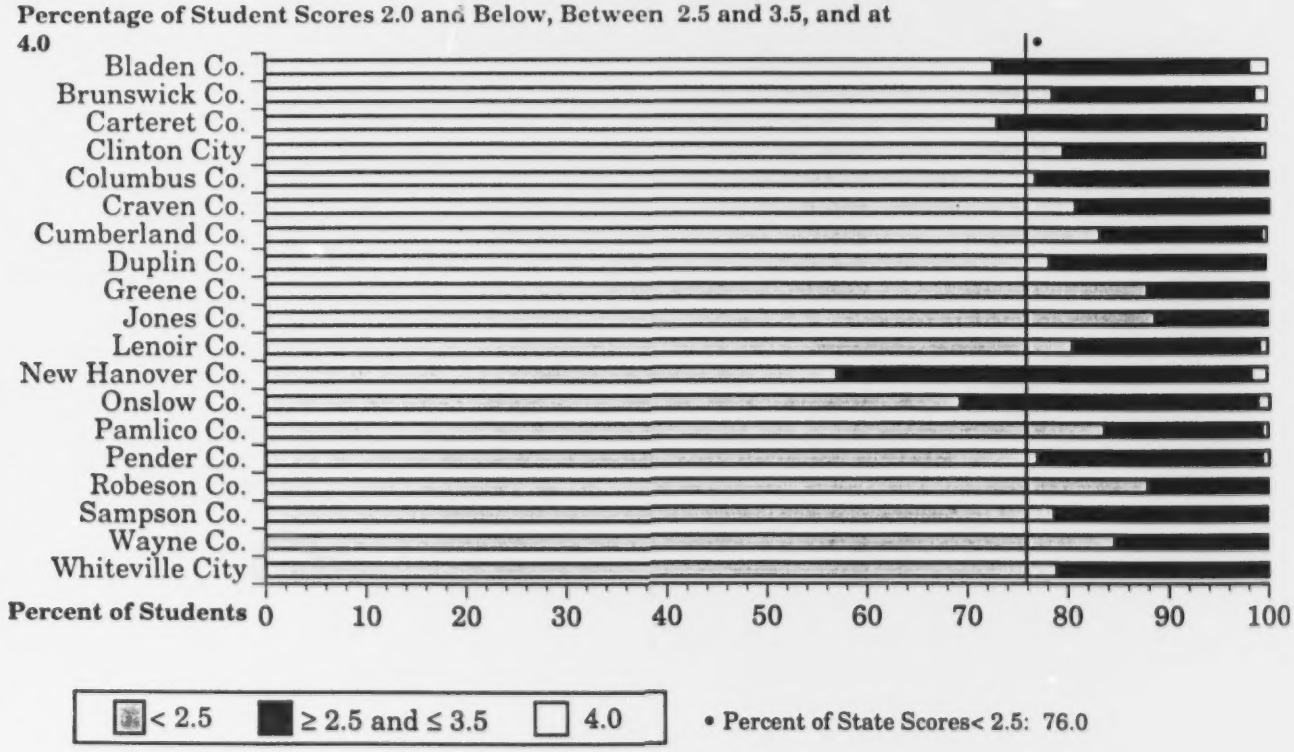


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Figure 14
Southeast Region - Conventions Score
Grade 4 Writing Assesment
1992-1993

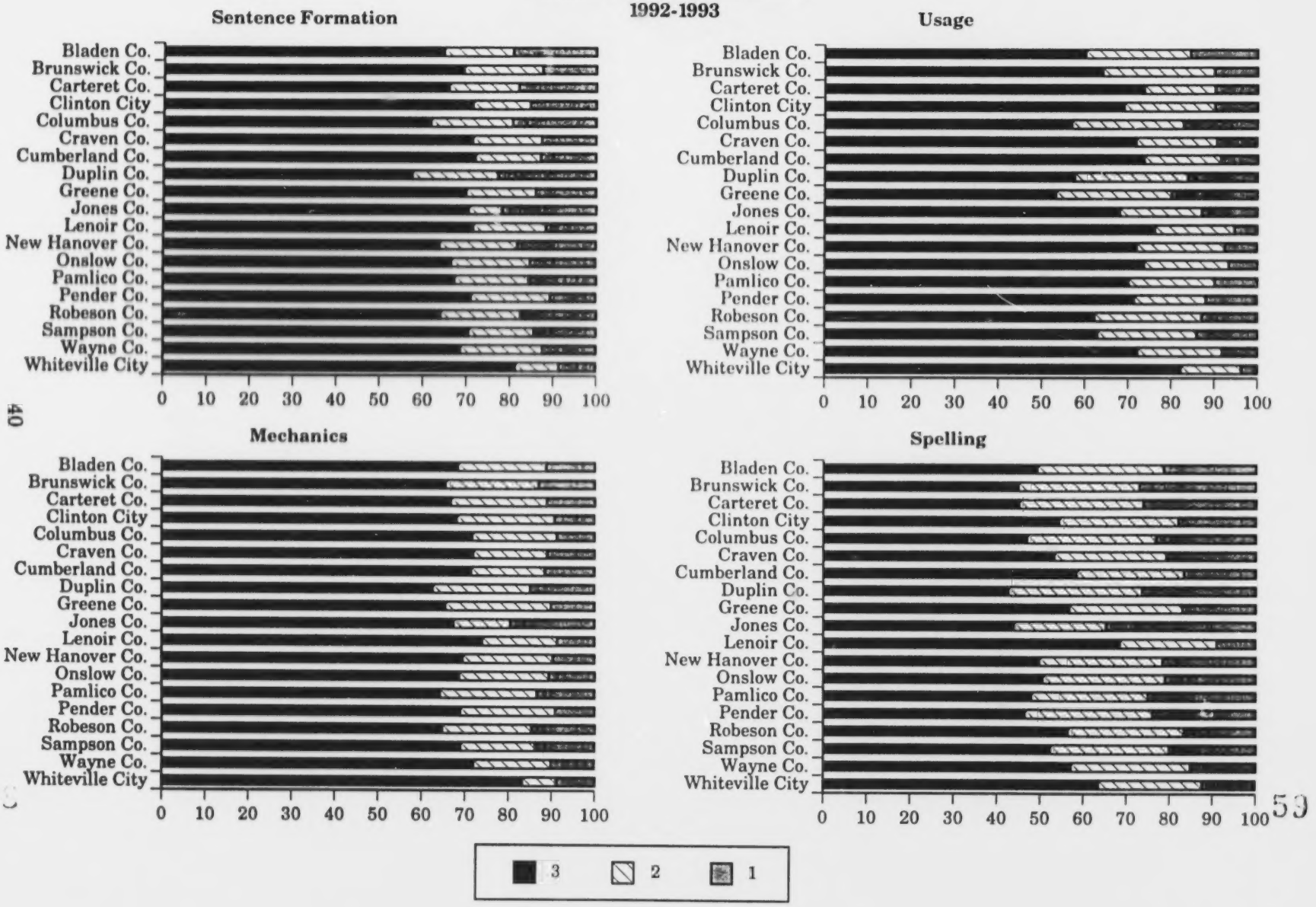
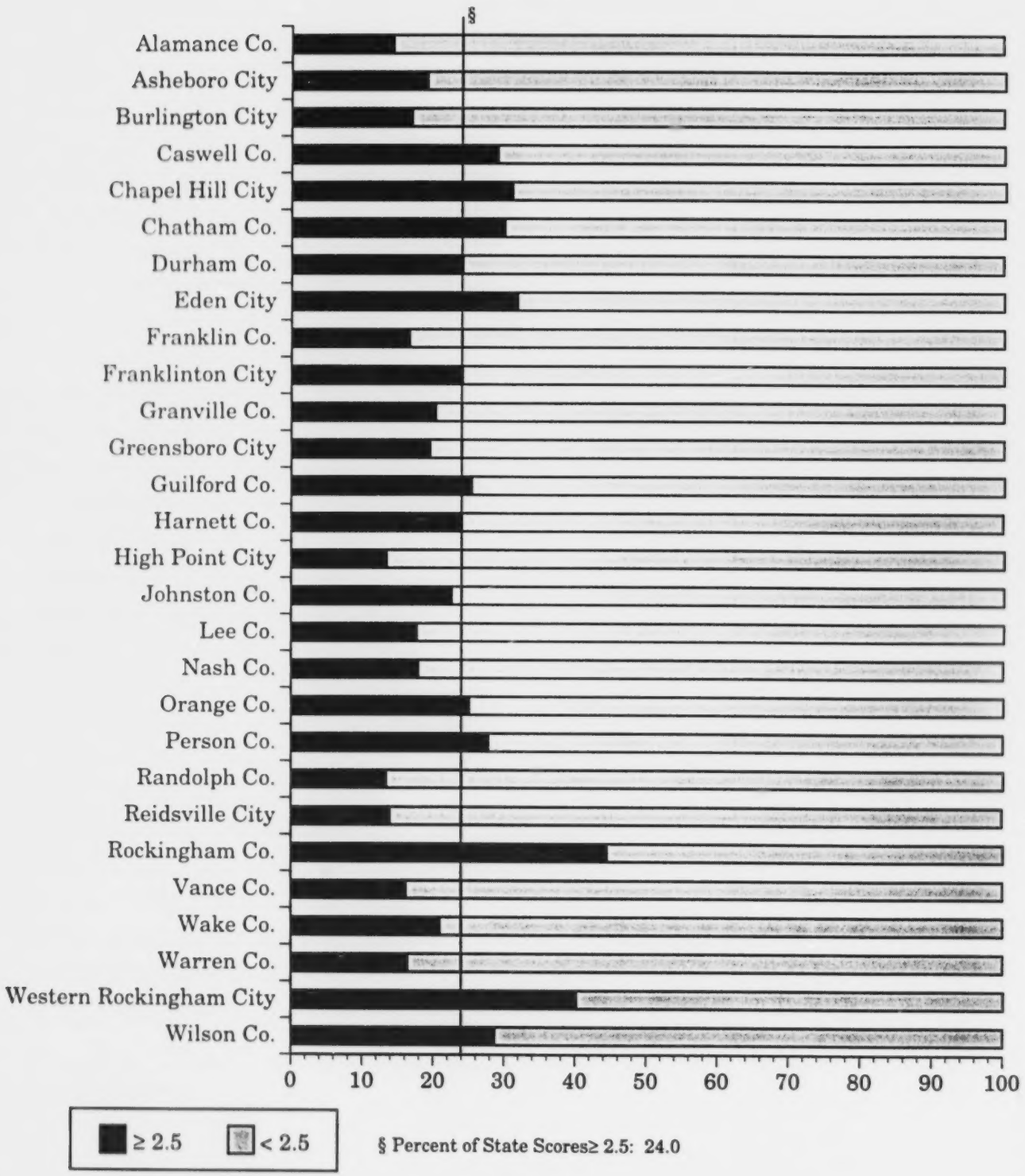


Figure 15
Triangle Area Unit - Group Distribution
Grade 4 Writing Assessment
1992-1993



§ Percent of State Scores≥ 2.5: 24.0

Figure 16
Triangle Area Unit - Group Distribution
Grade 4 Writing Assessment
1992-1993

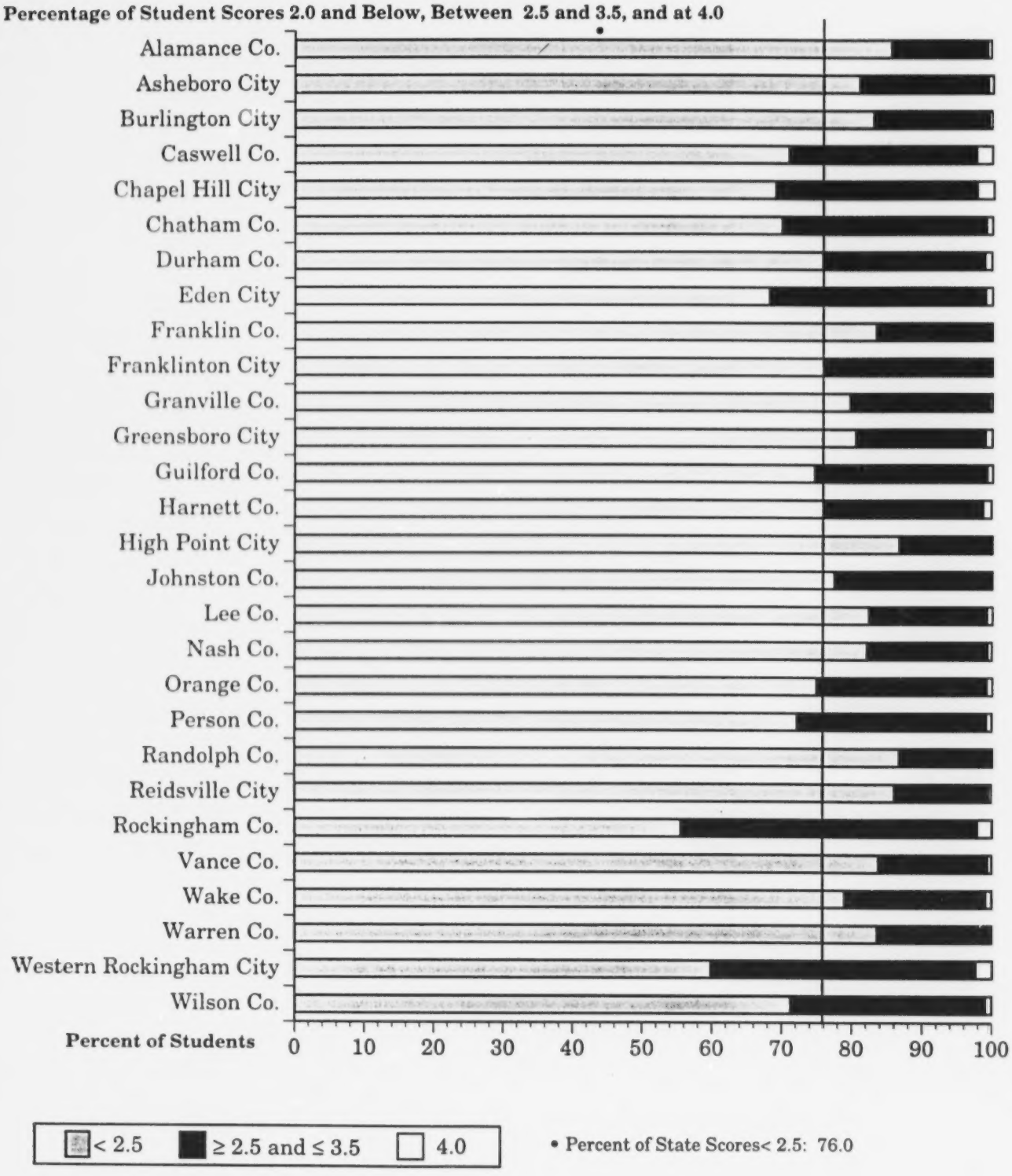


Figure 17
Triangle Area Unit - Conventions Score
Grade 4 Writing Assesment
1992-1993

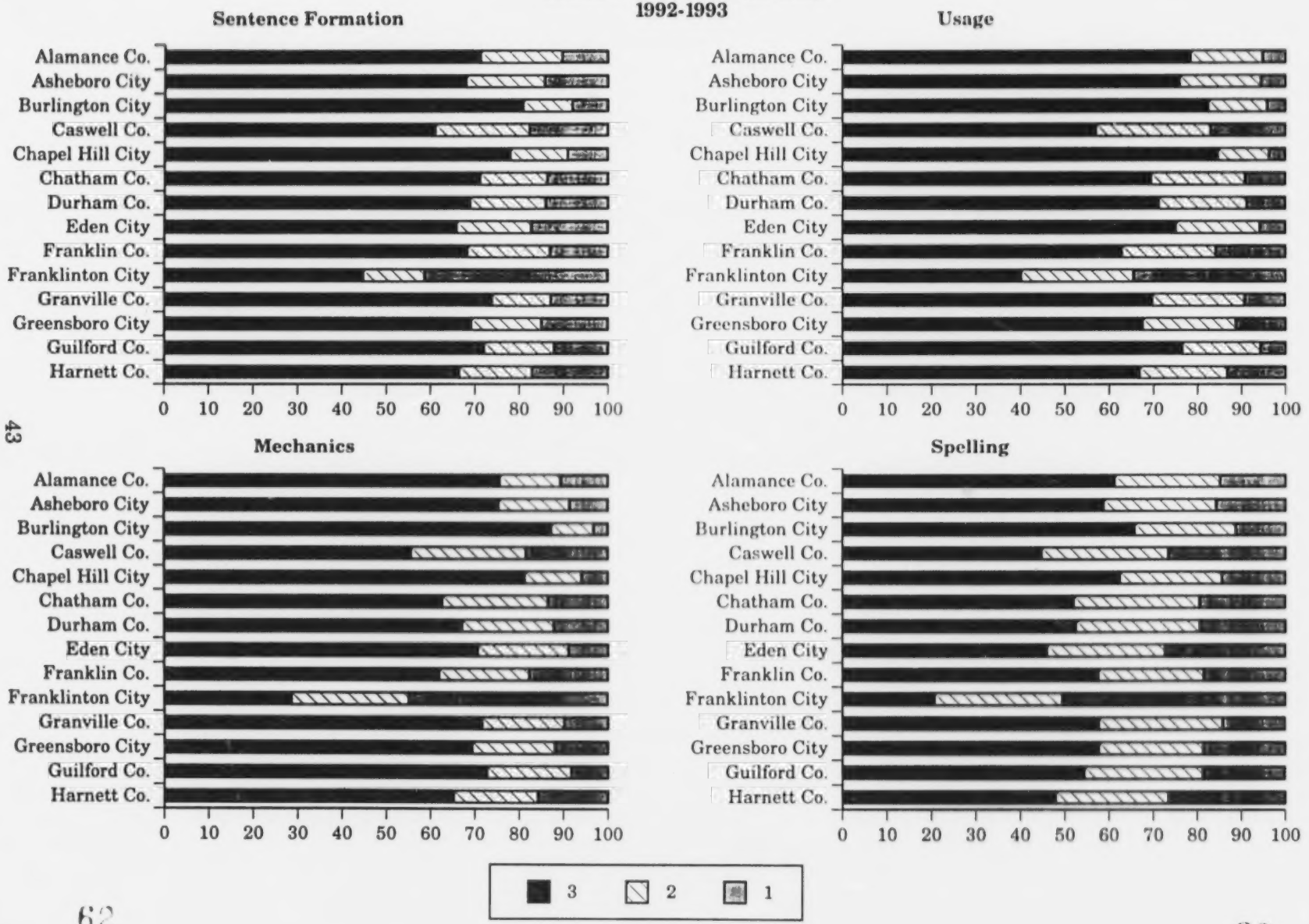


Figure 18
Triangle Area Unit (continued) - Conventions Score
Grade 4 Writing Assesment
1992-1993

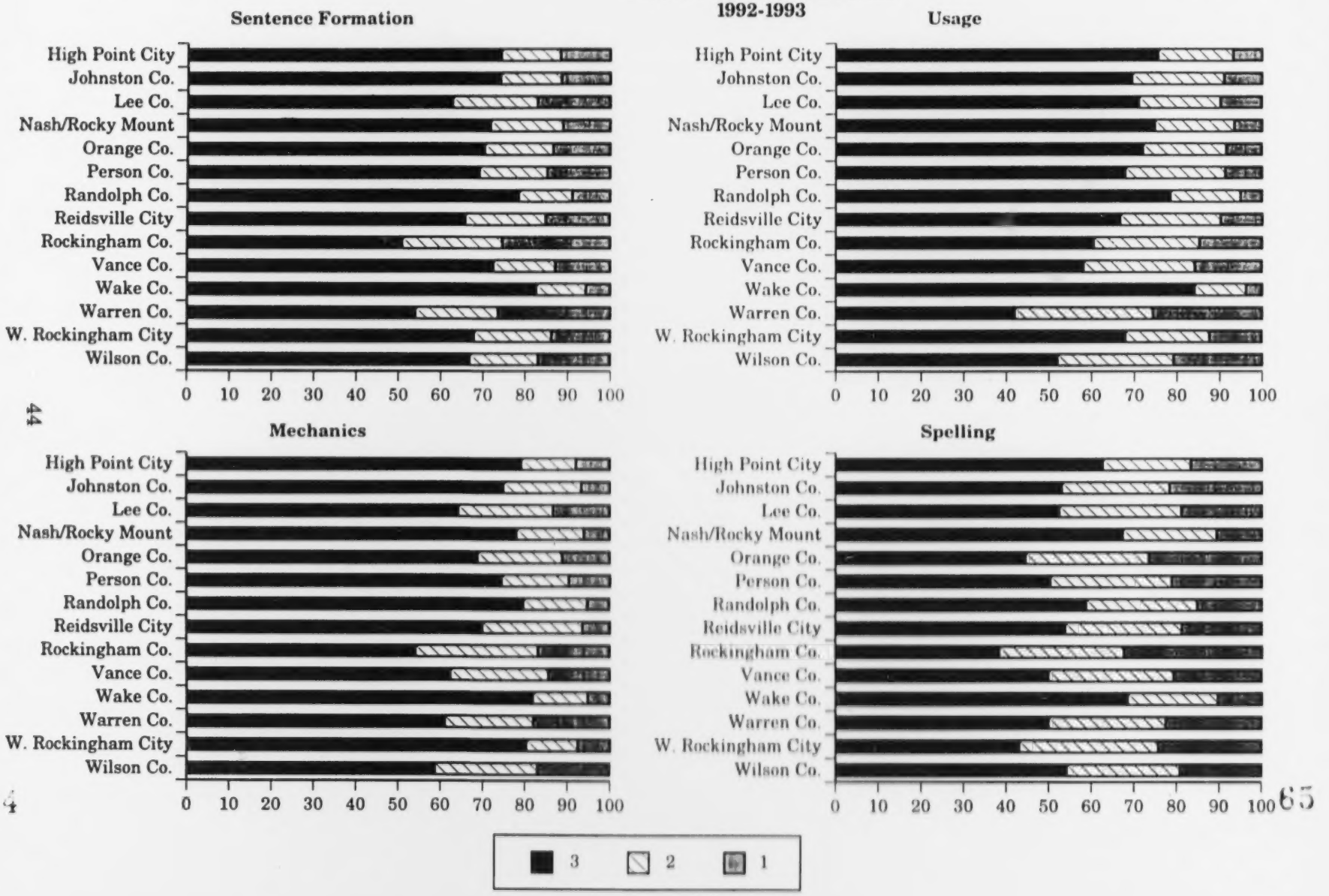


Figure 19
Distribution of Descriptive Writing Scores
Sixth Graders

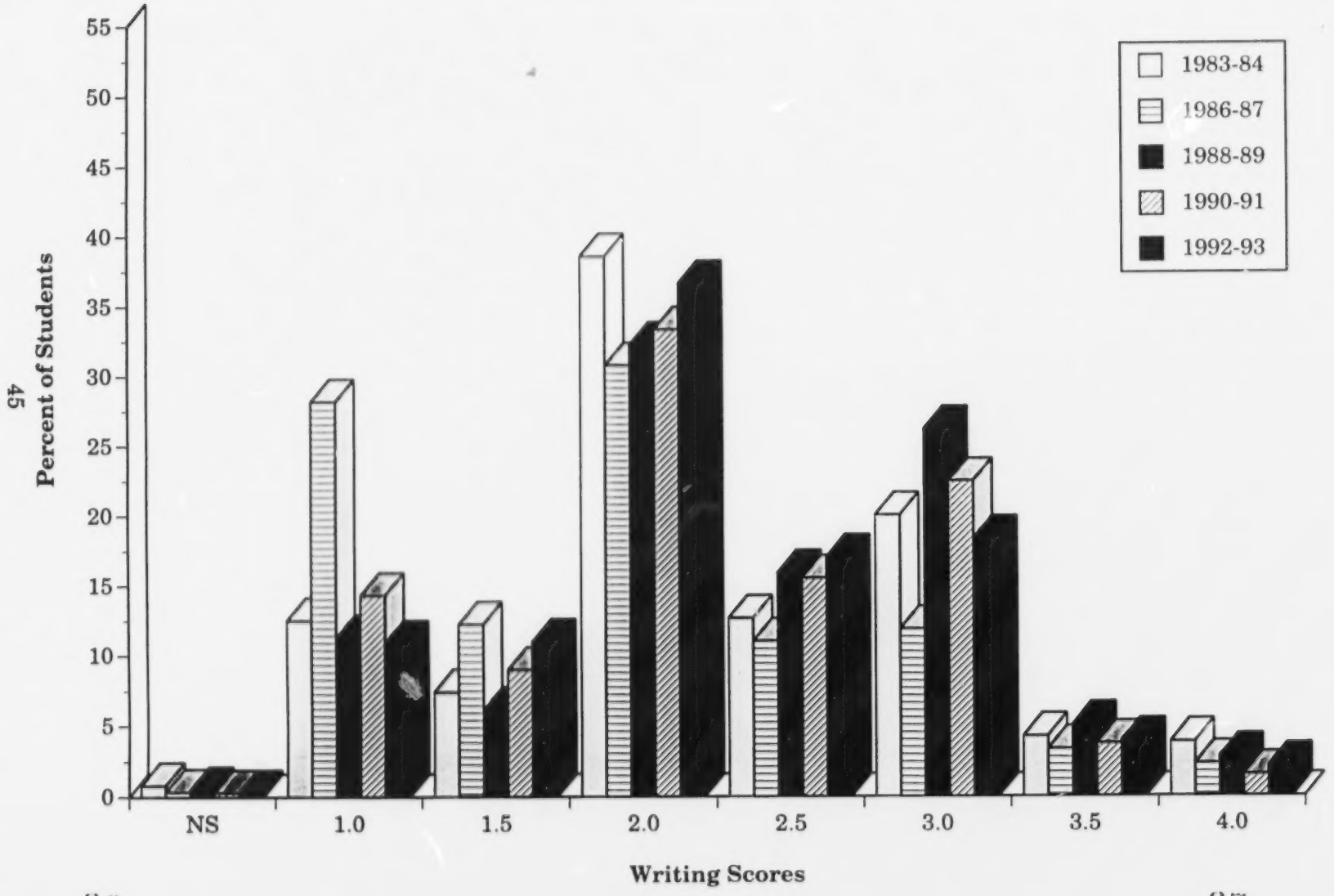


Figure 20
Distribution of Clarification Writing Scores
Sixth Graders

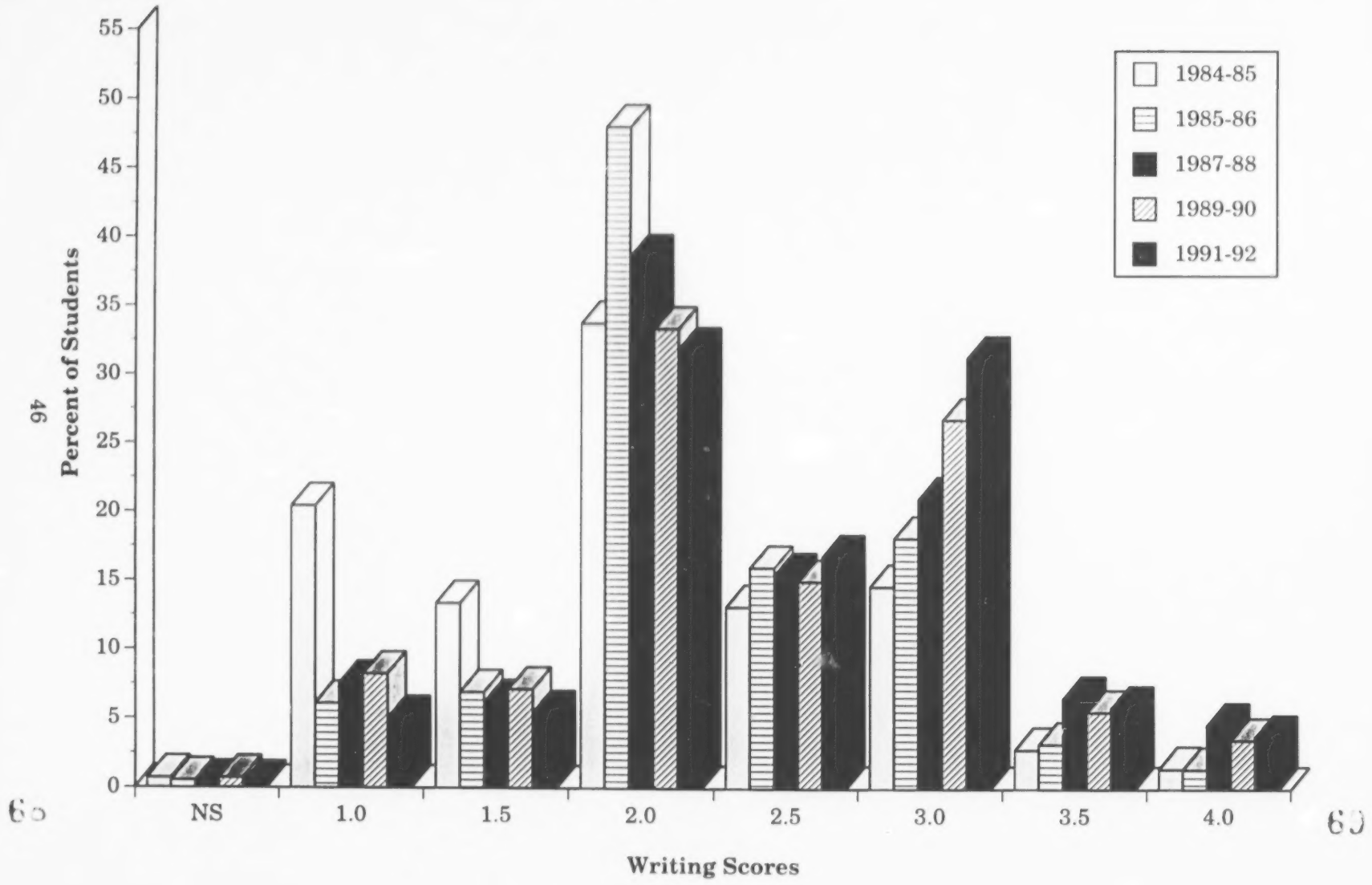
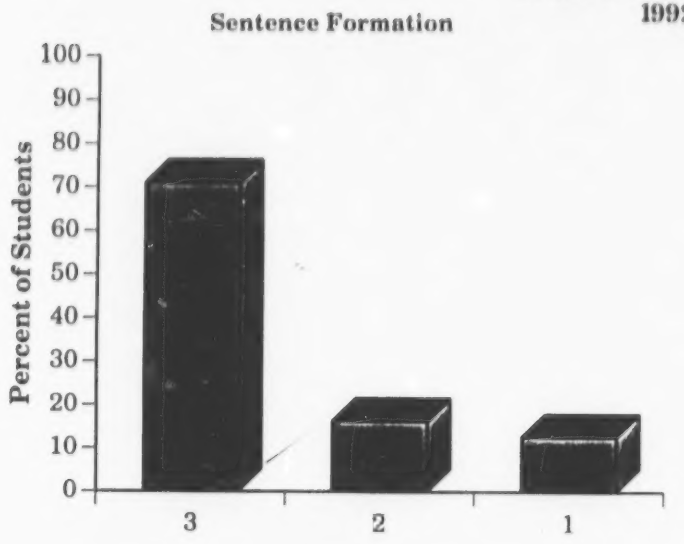
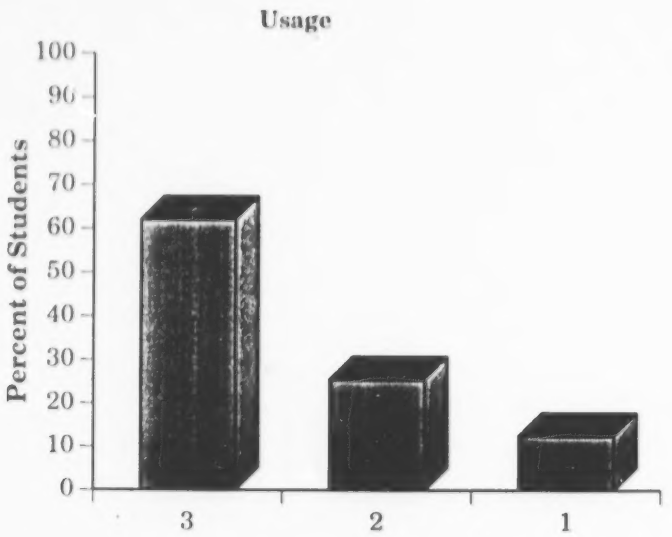
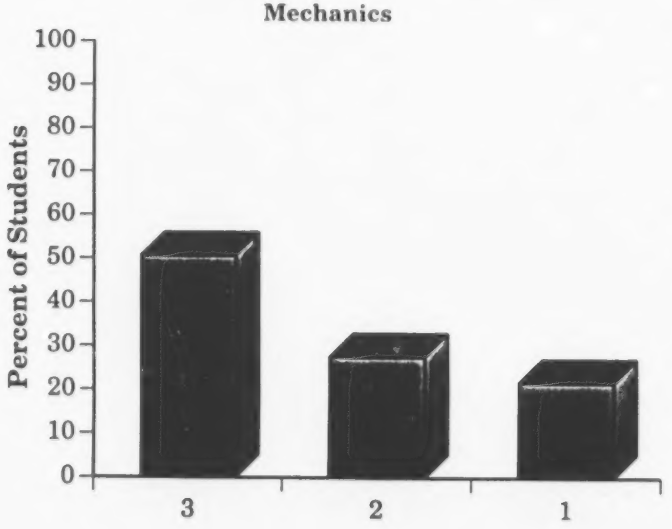


Figure 21
Distribution of Conventions Scores
Grade 6 Writing Assessment
1992-1993







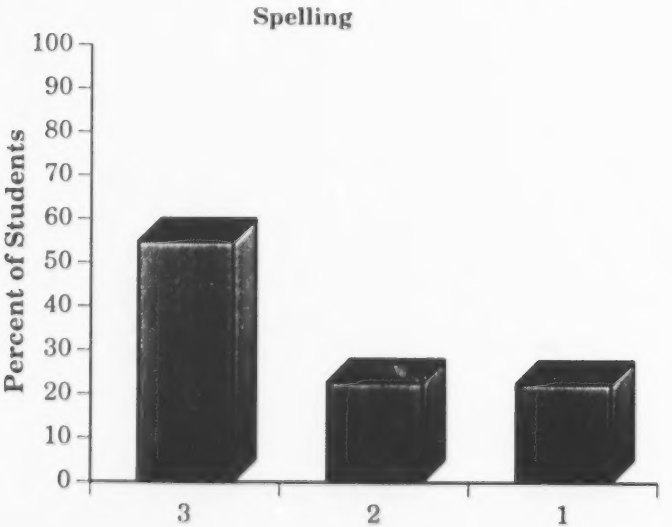
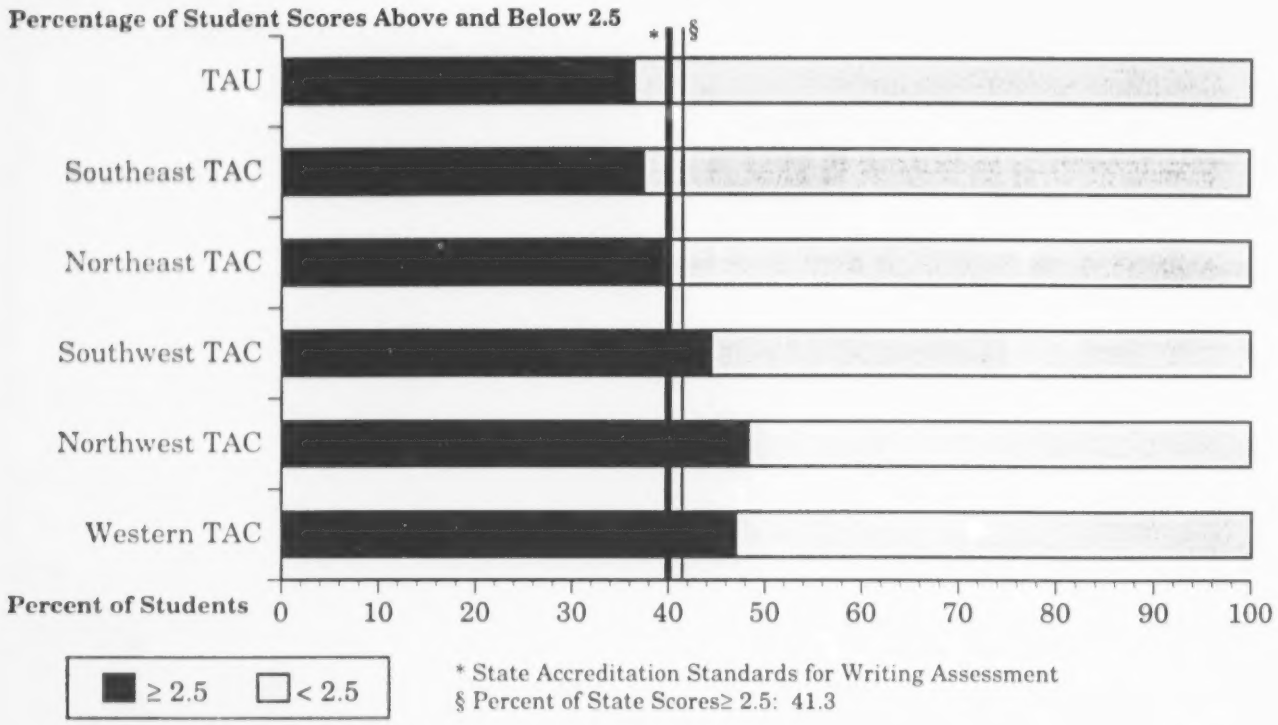
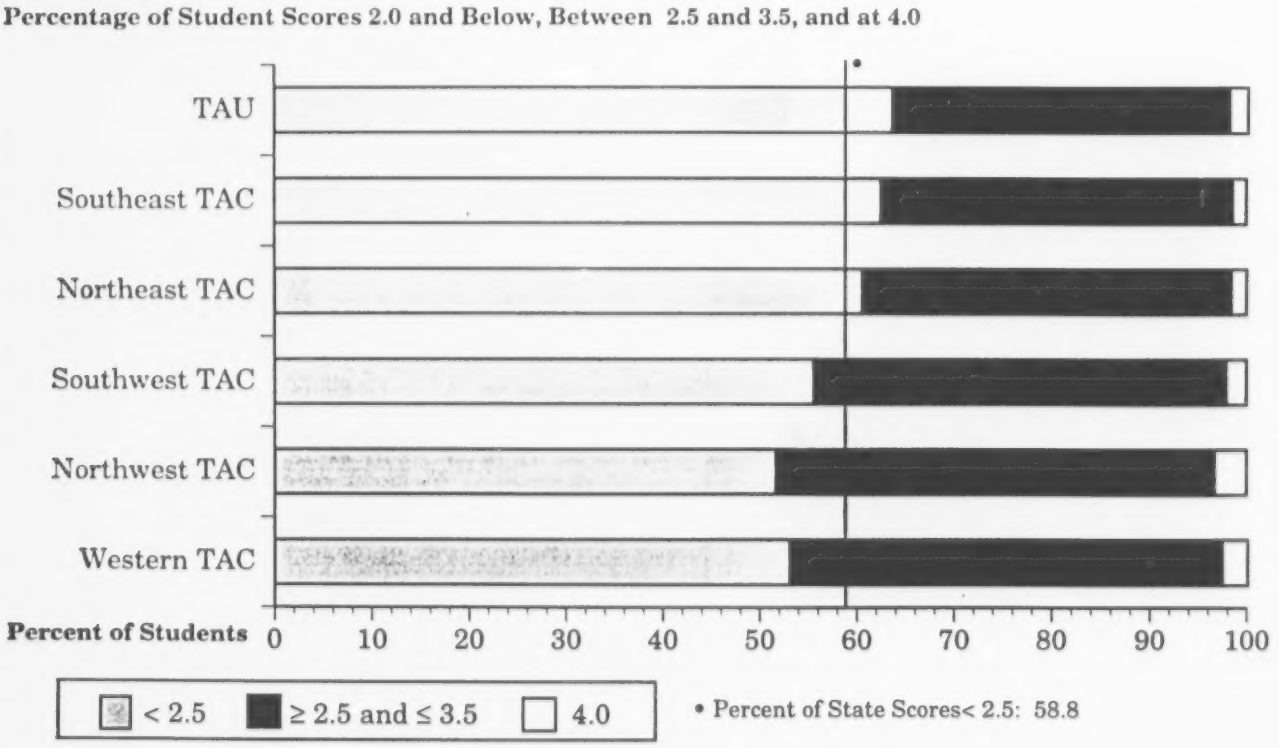


Figure 22
Total Region – Group Distribution
Grade 6 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 41.3



• Percent of State Scores< 2.5: 58.8

Figure 23
Total Region - Conventions Score
Grade 6 Writing Assessment
1992-1993

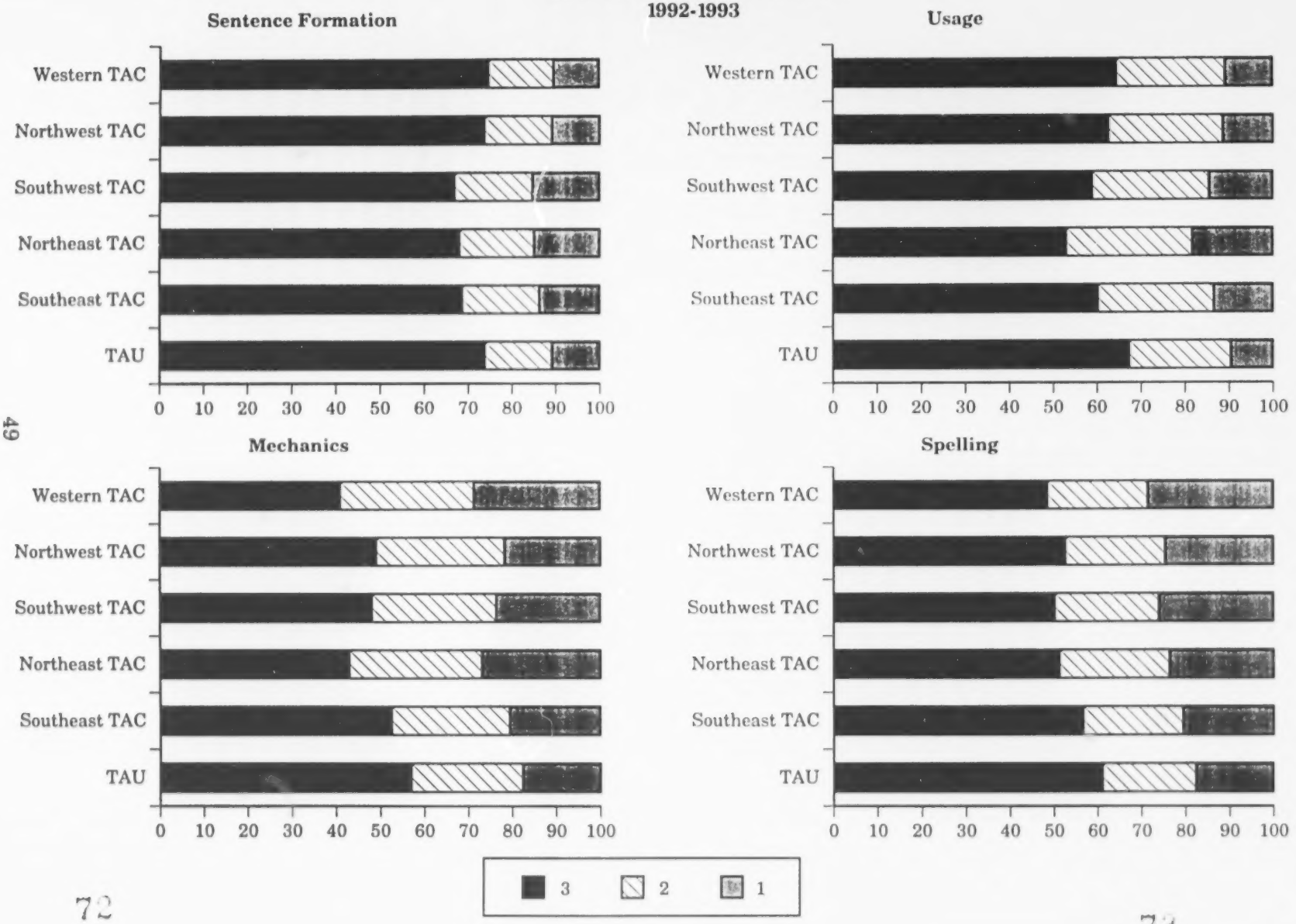
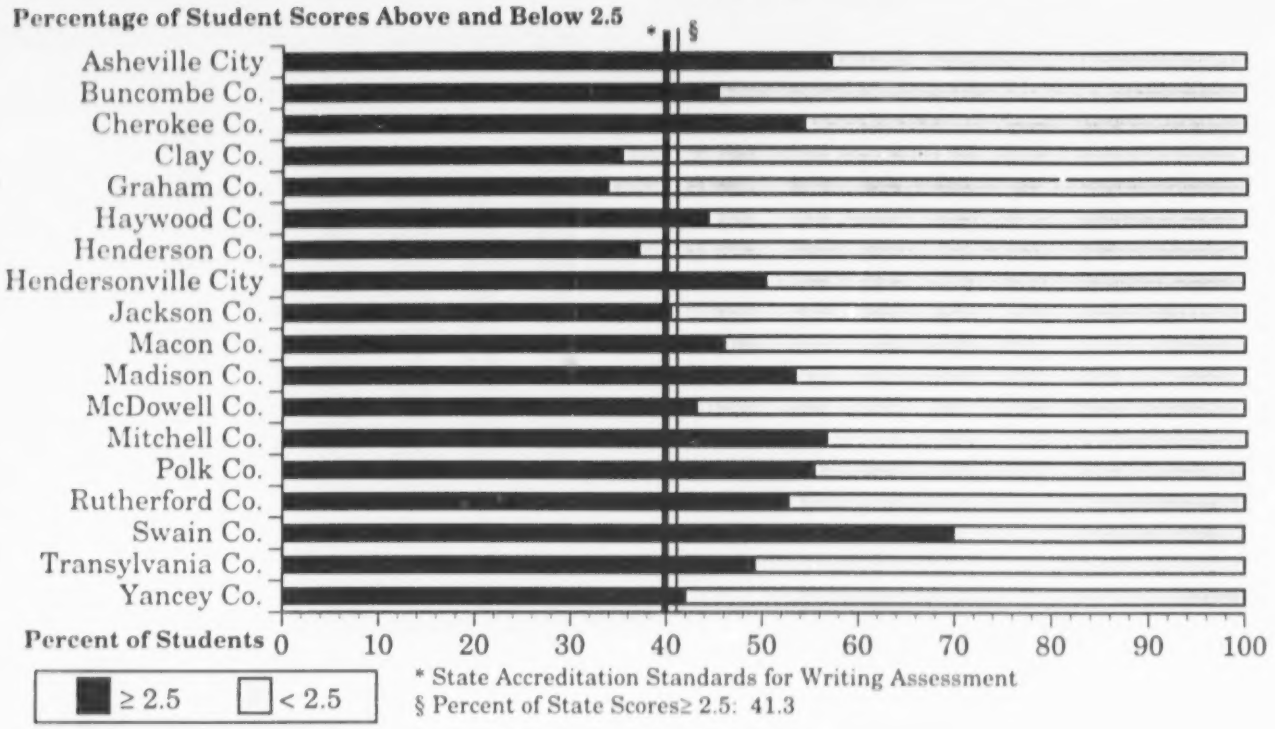
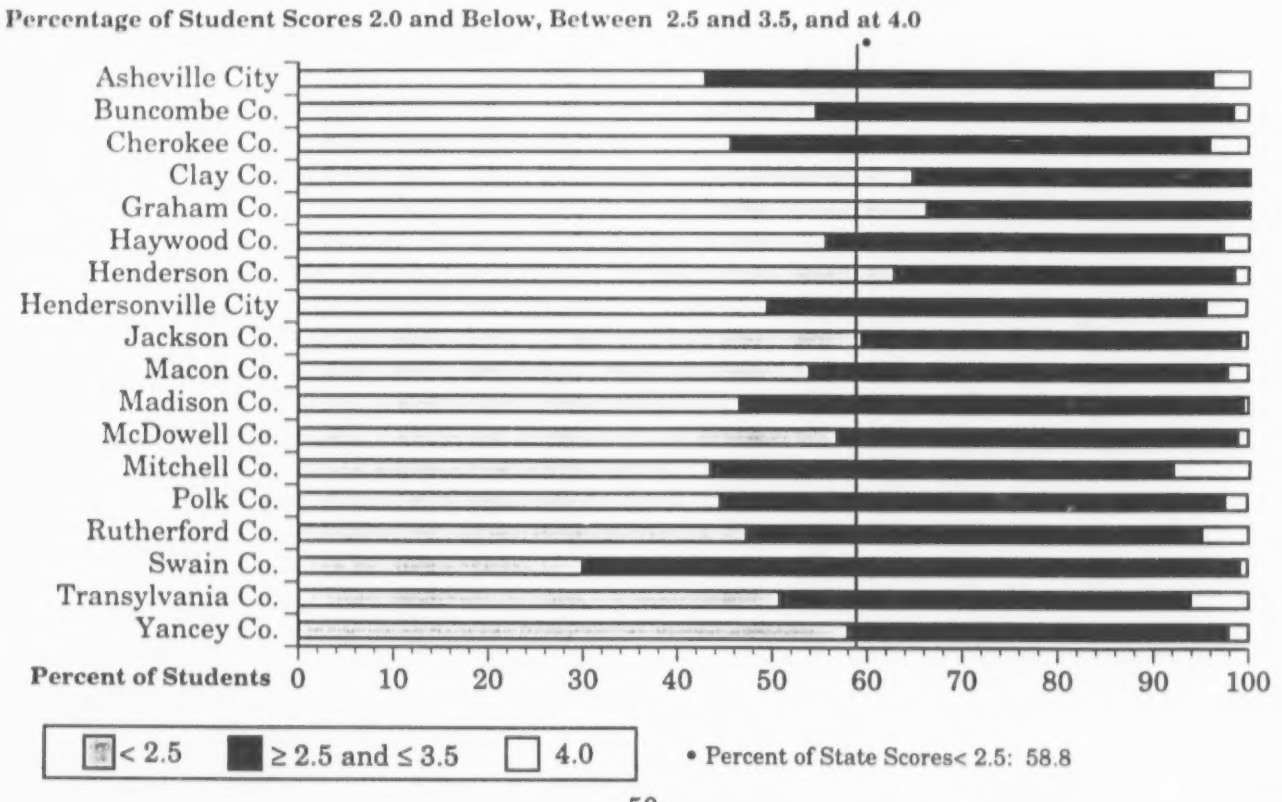


Figure 24
Western Region – Group Distribution
Grade 6 Writing Assessment
1992-1993





50

Figure 25
Western Region - Conventions Score
Grade 6 Writing Assessment
1992-1993

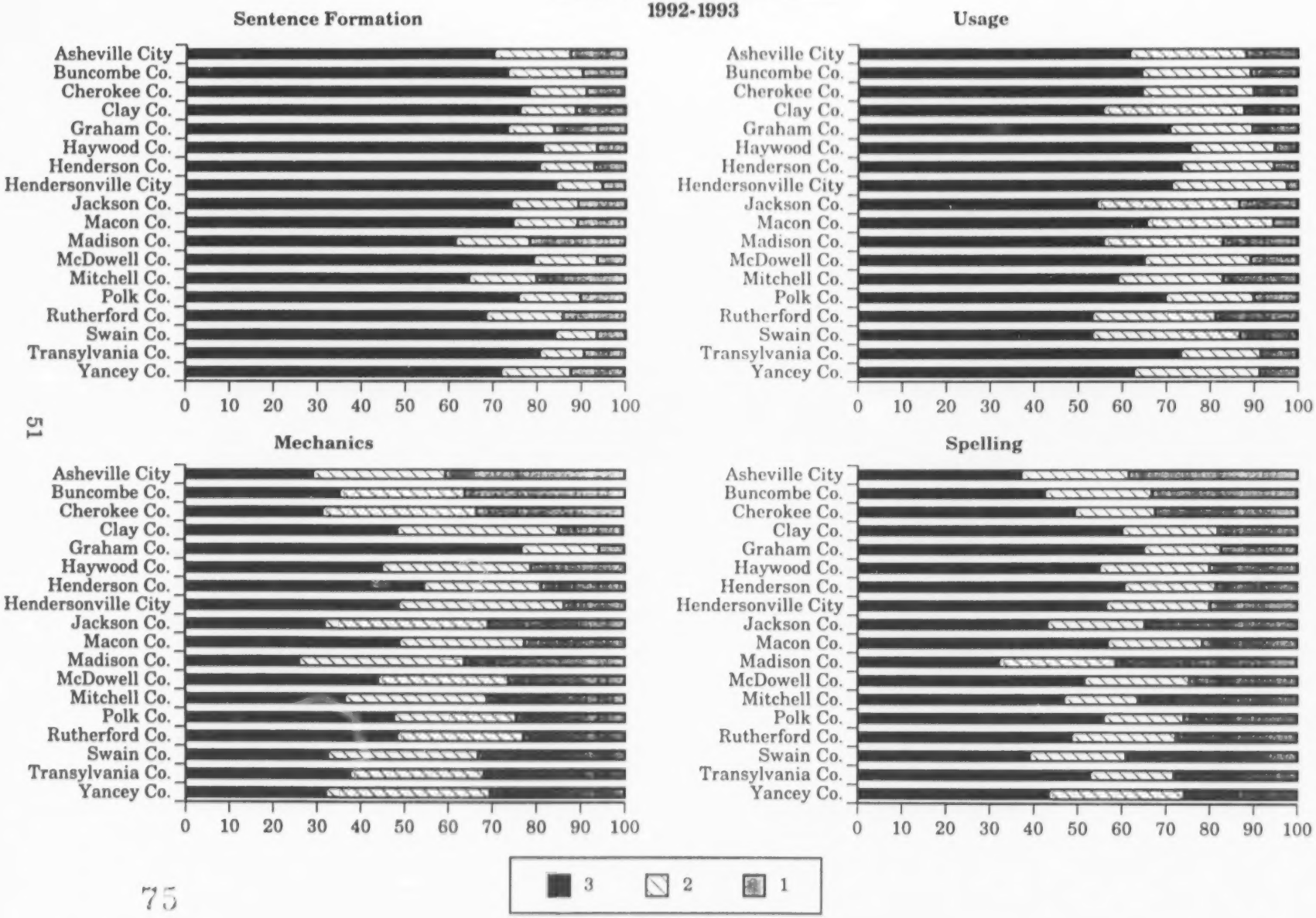
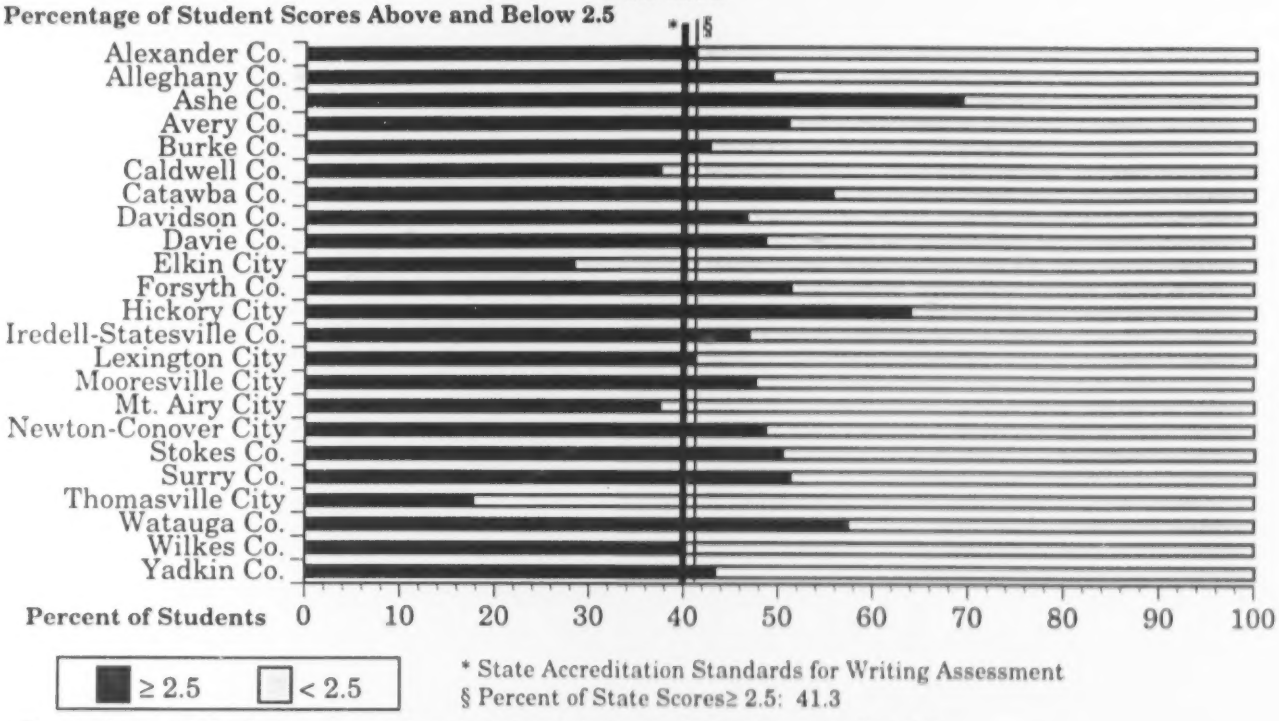
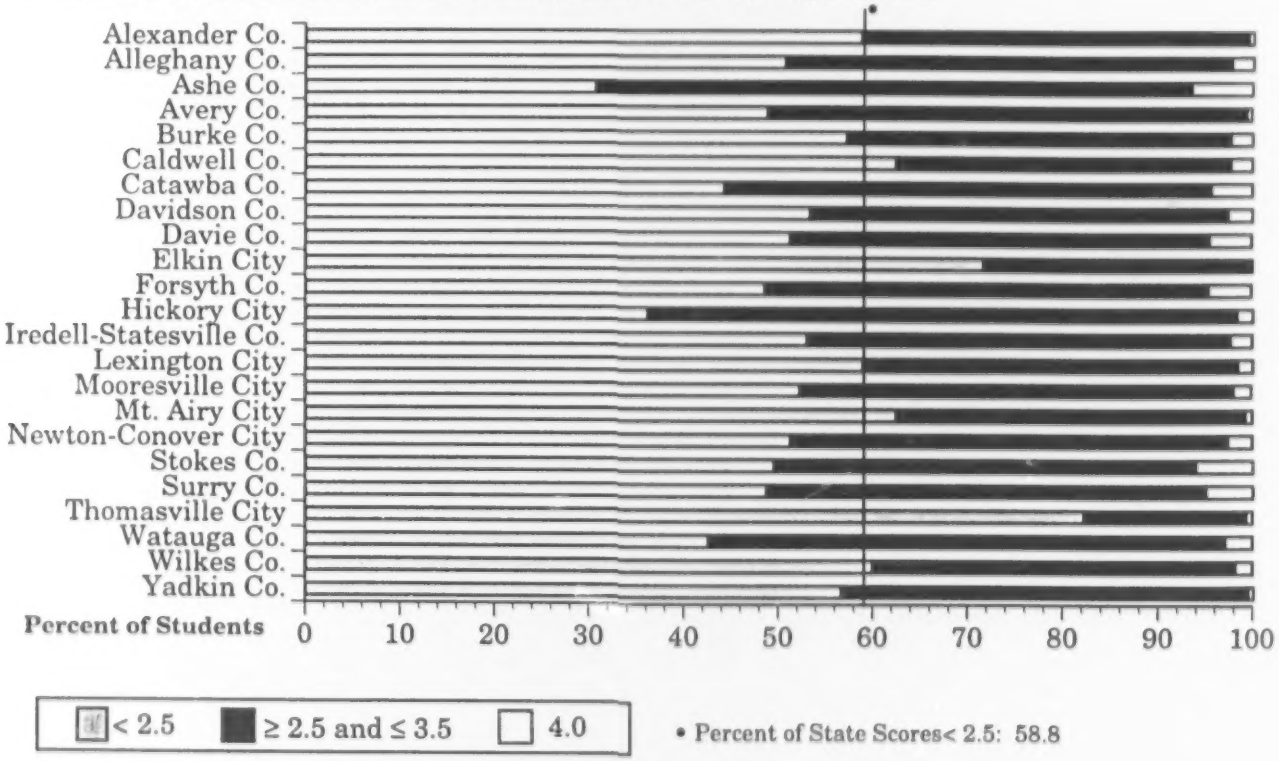


Figure 26
Northwest Region - Group Distribution
Grade 6 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 41.3



• Percent of State Scores< 2.5: 58.8

Figure 27
Northwest Region - Conventions Score
Grade 6 Writing Assessment
1992-1993

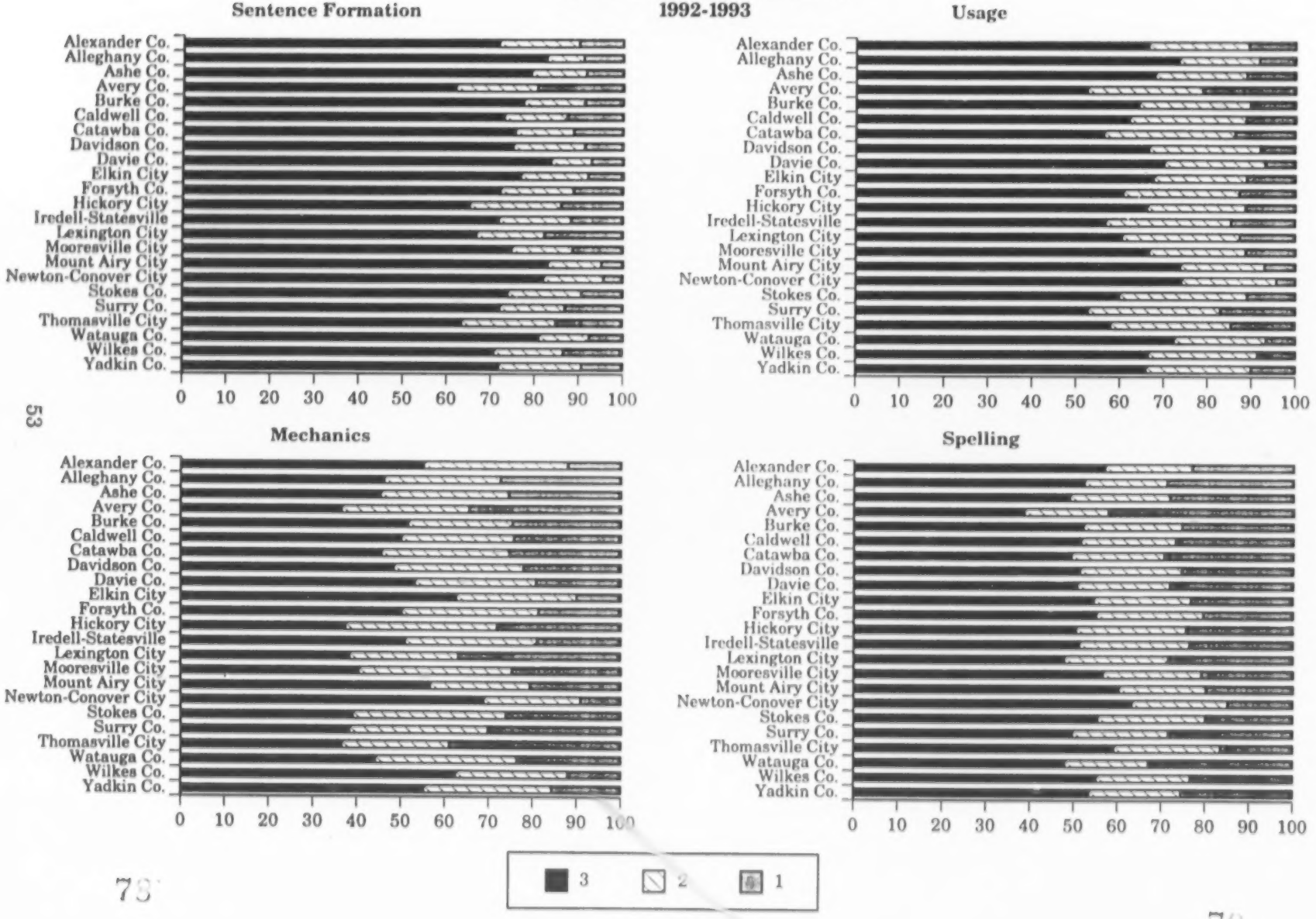
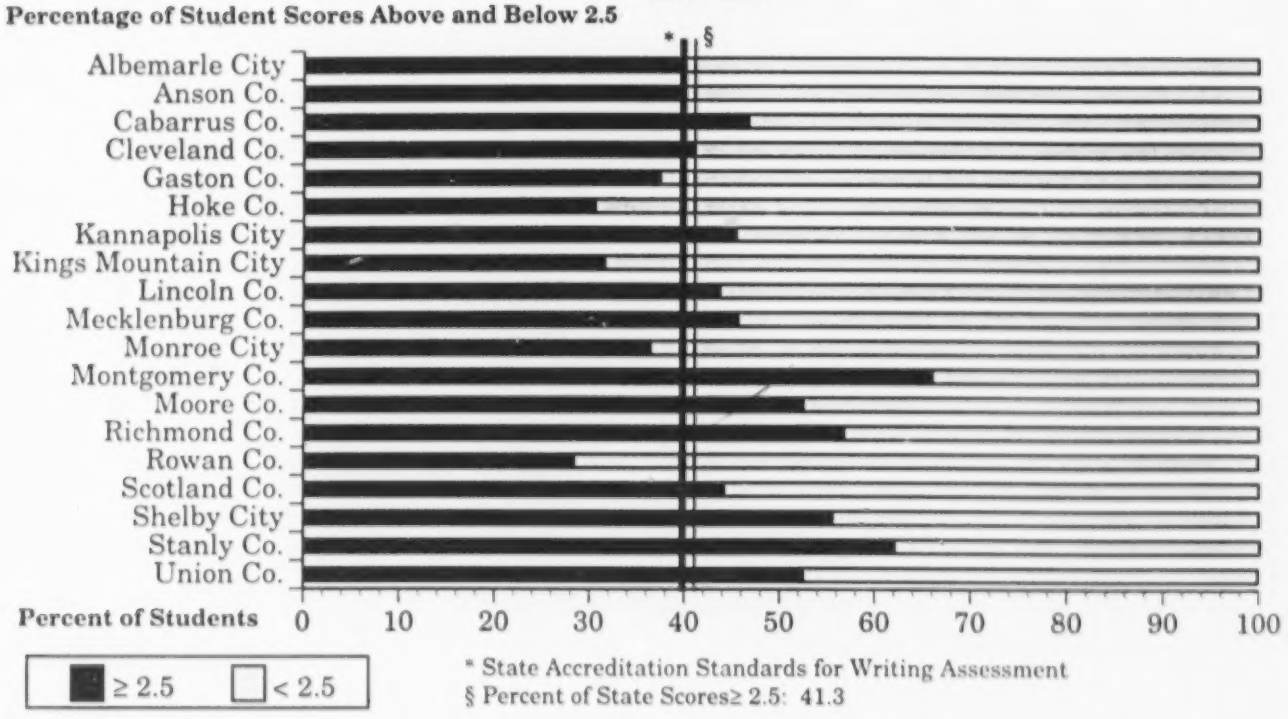


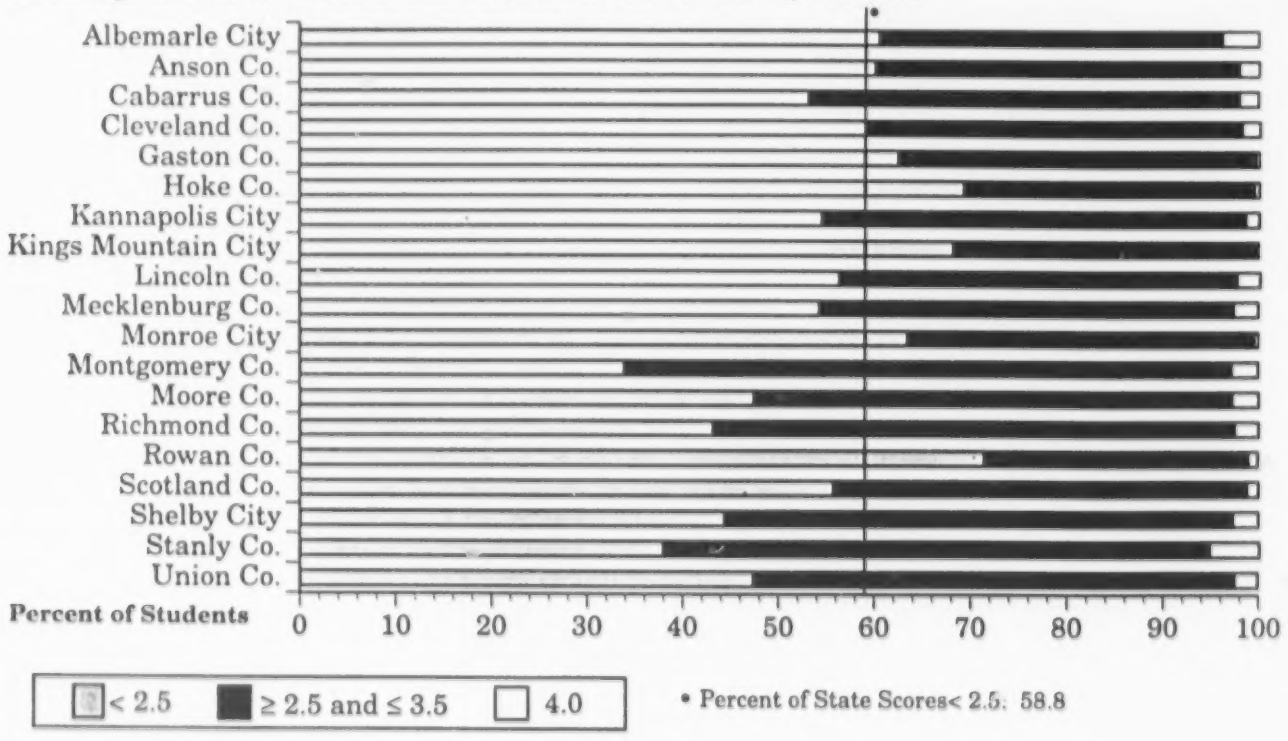
Figure 28
Southwest Region – Group Distribution
Grade 6 Writing Assessment
1992-1993

Percentage of Student Scores Above and Below 2.5



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 41.3

Percentage of Student Scores 2.0 and Below, Between 2.5 and 3.5, and at 4.0



• Percent of State Scores< 2.5: 58.8

Figure 29
Southwest Region - Conventions Score
Grade 6 Writing Assessment
1992-1993

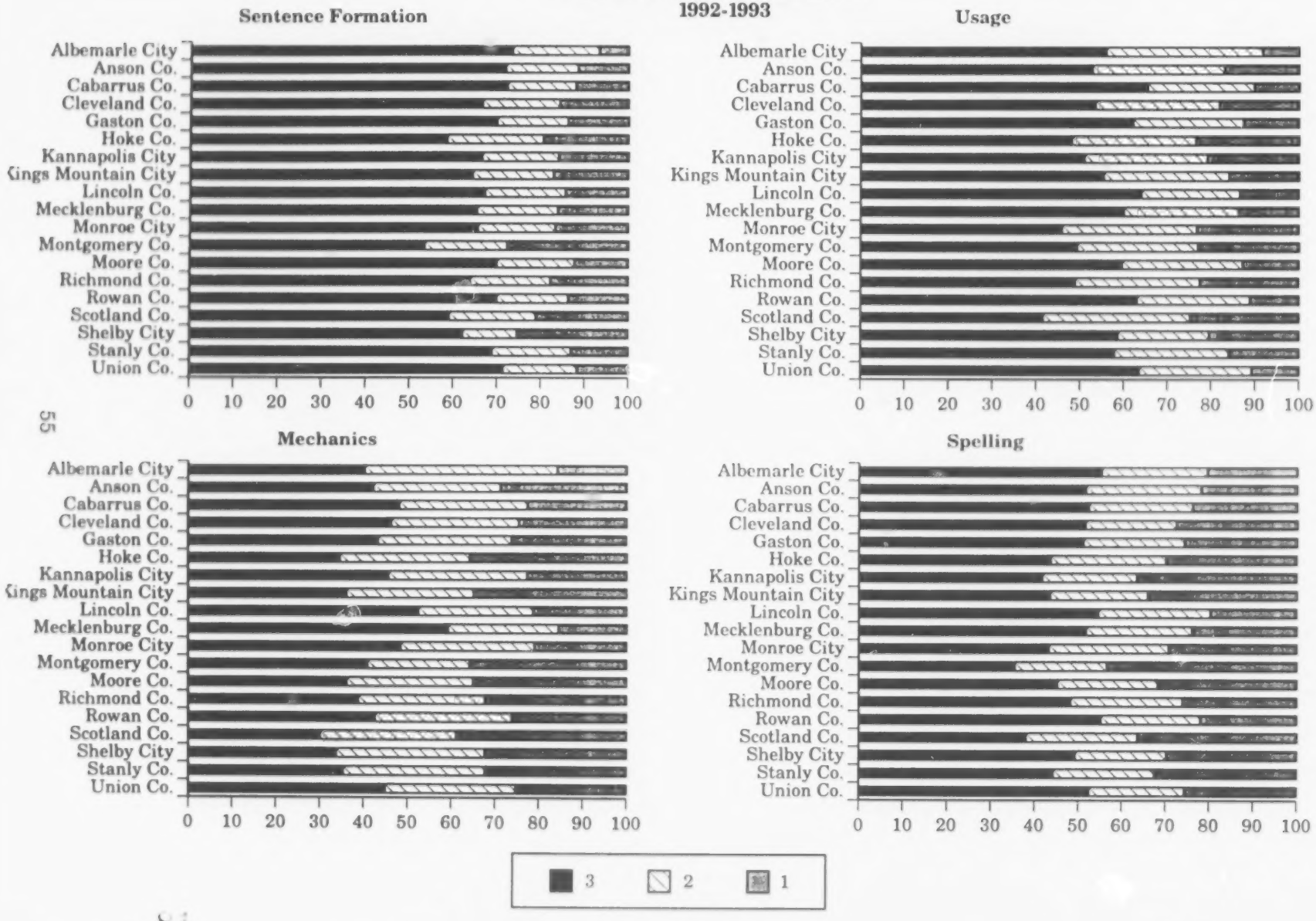
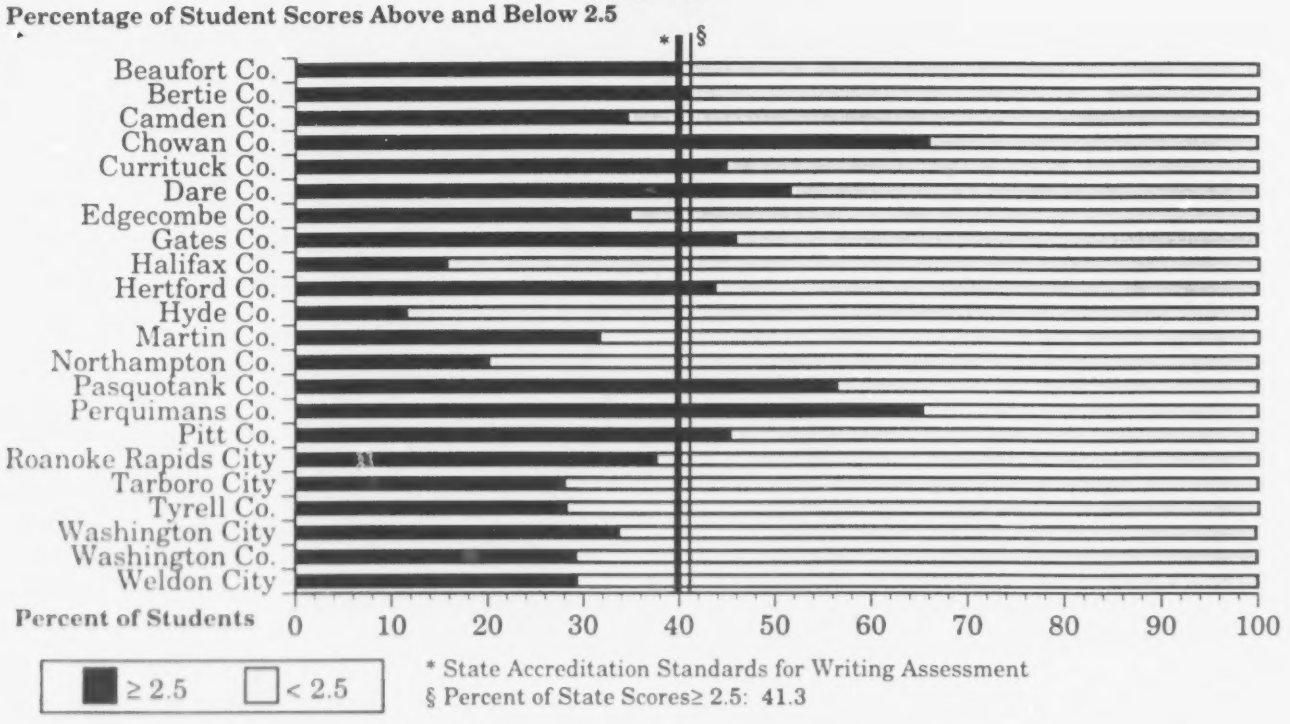


Figure 30
Northeast Region - Group Distribution
Grade 6 Writing Assessment
1992-1993



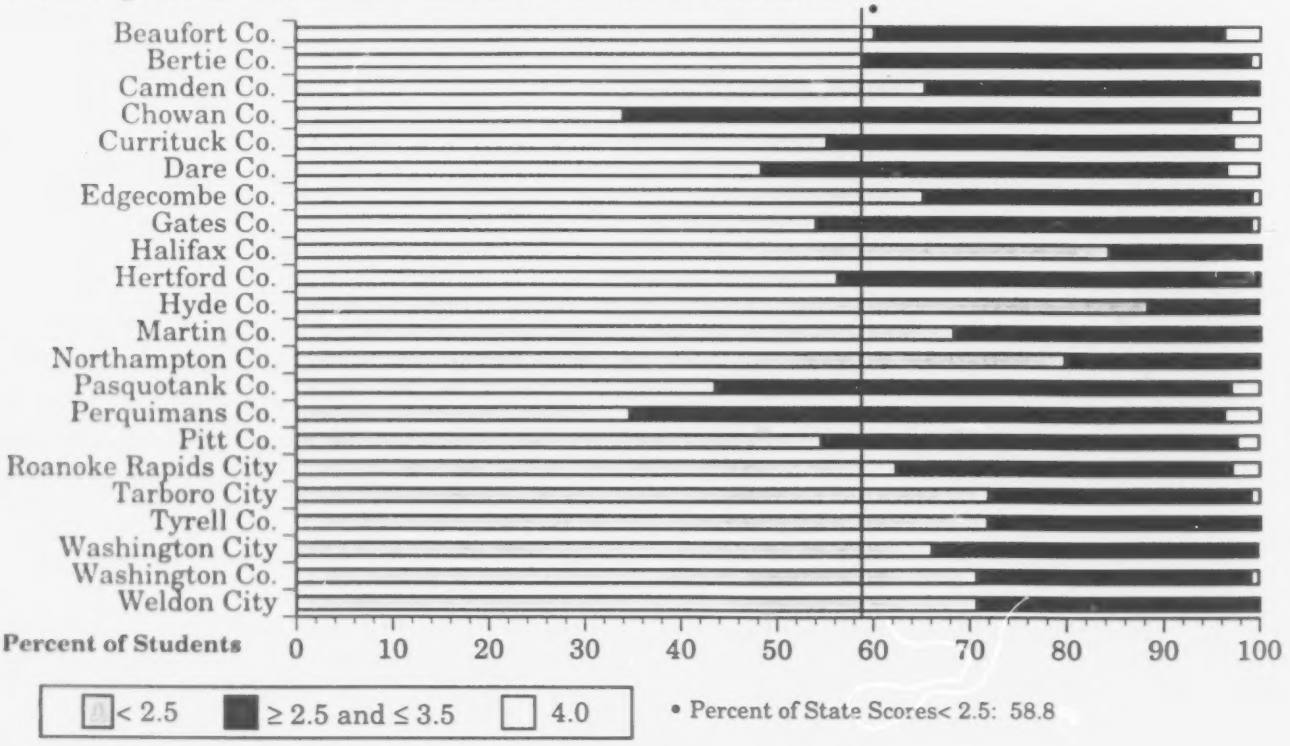


Figure 31
Northeast Region - Conventions Score
Grade 6 Writing Assessment
1992-1993

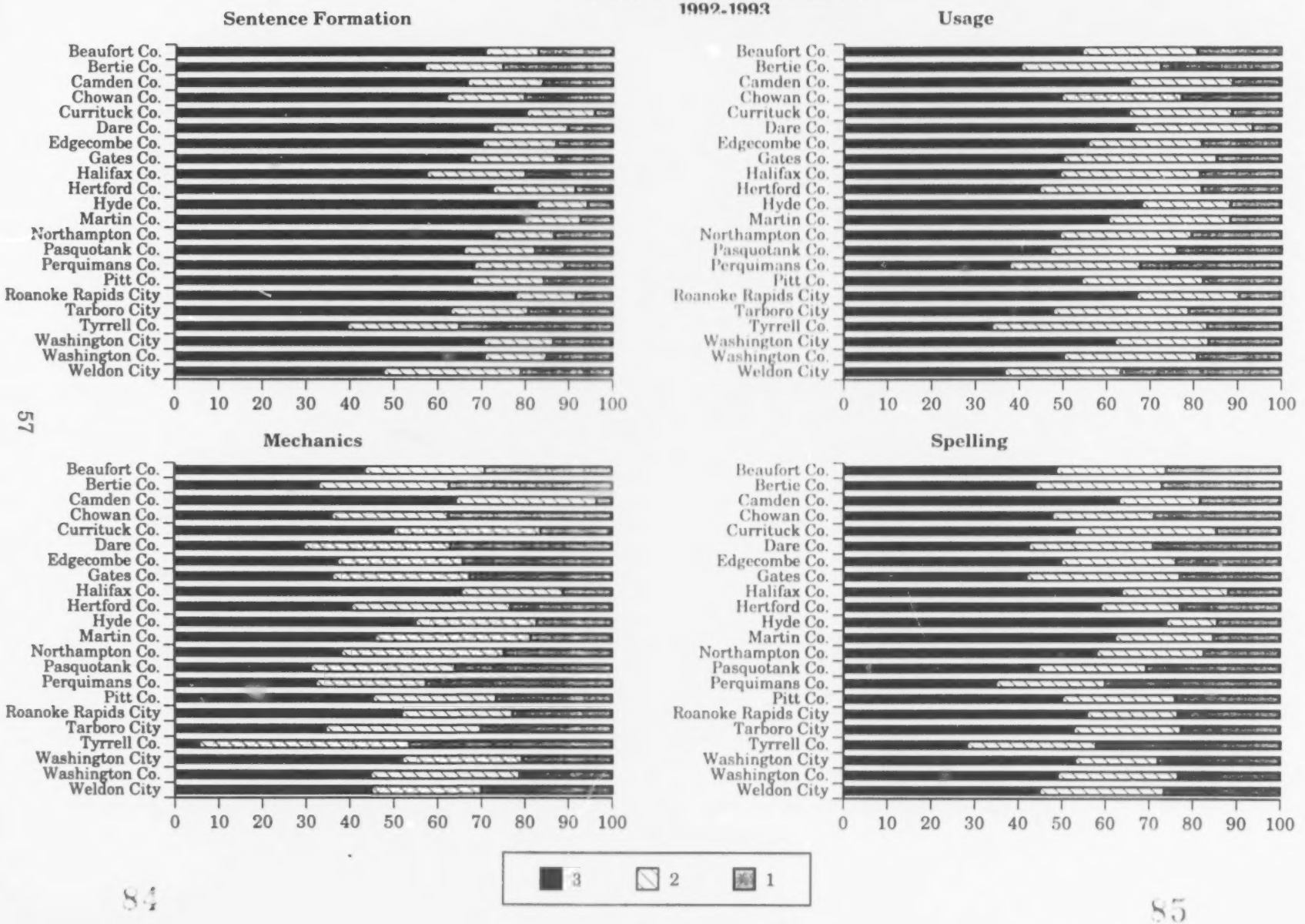
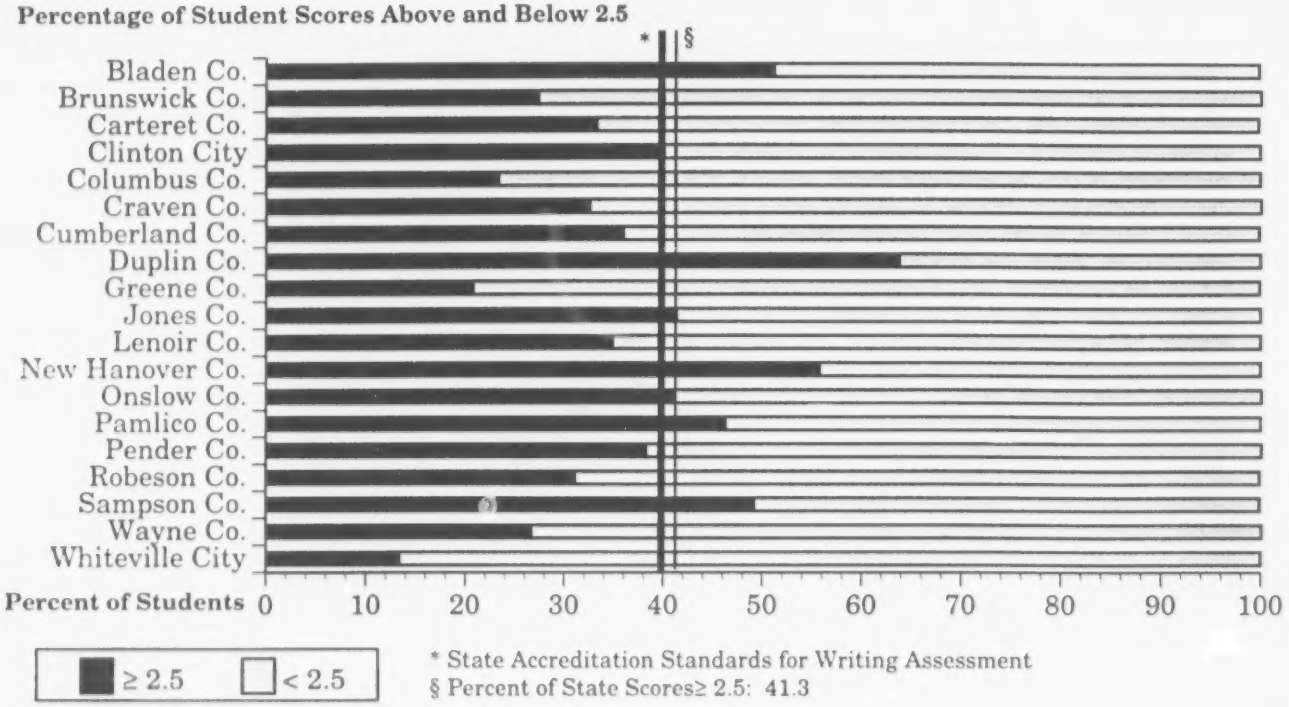
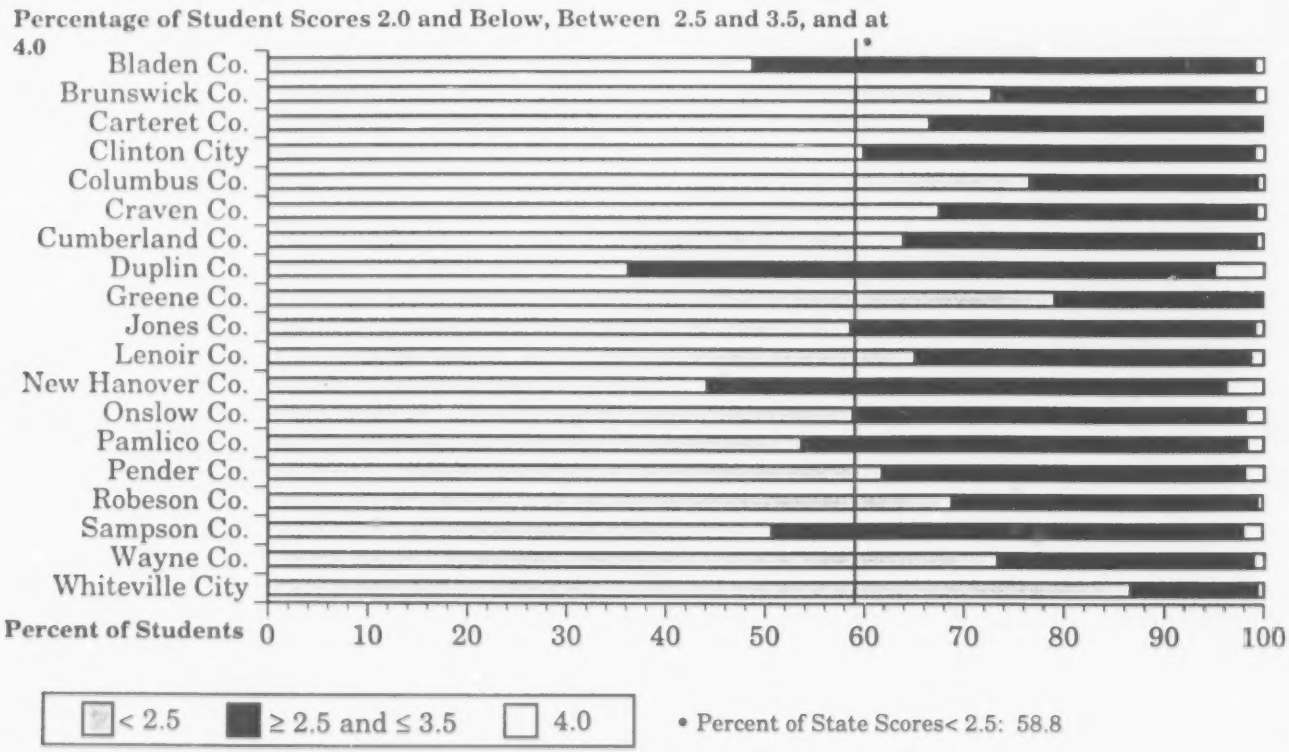


Figure 32
Southeast Region – Group Distribution
Grade 6 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 41.3



• Percent of State Scores< 2.5: 58.8

Figure 33
Southeast Region - Conventions Score
Grade 6 Writing Assesment
1992-1993

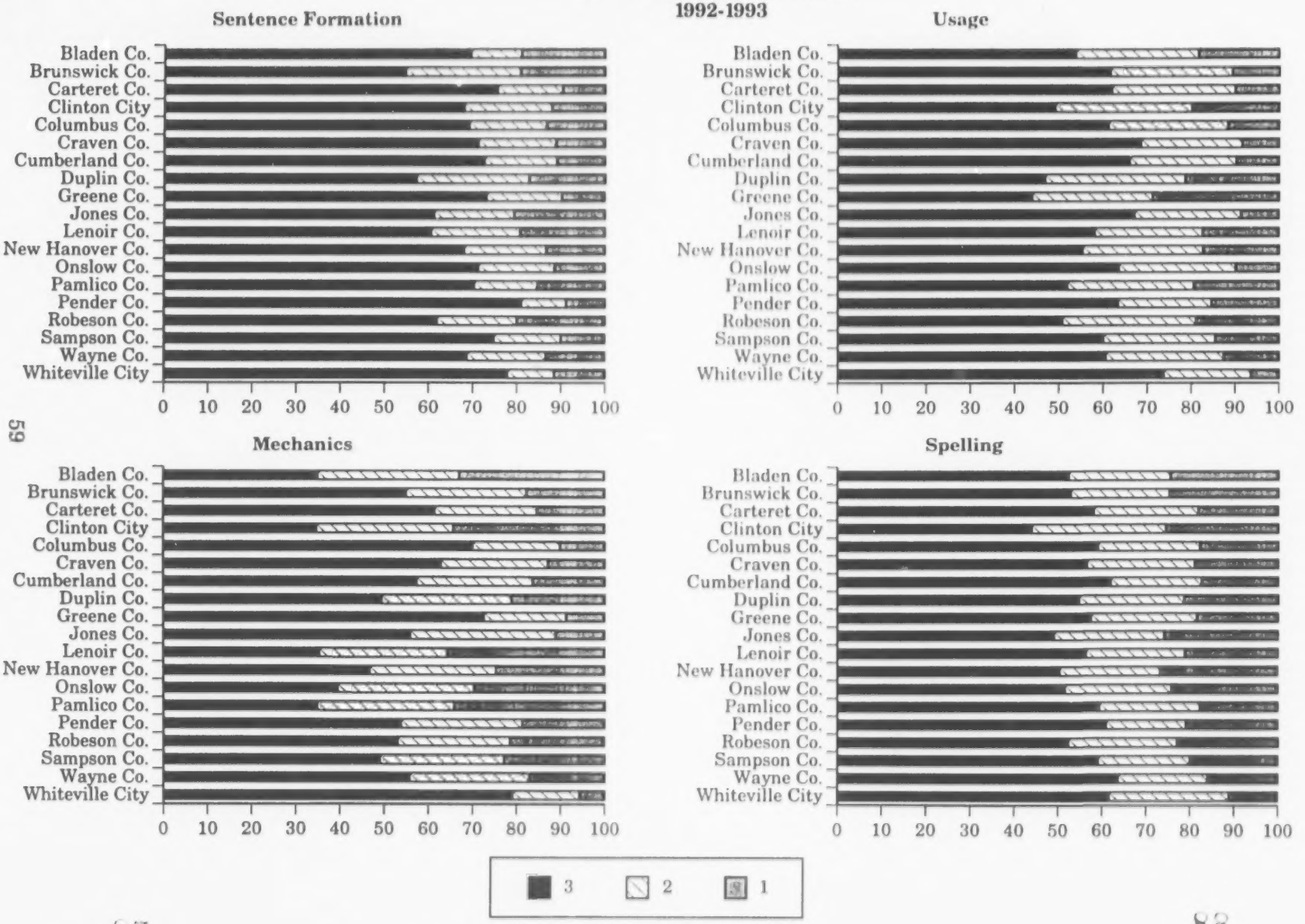
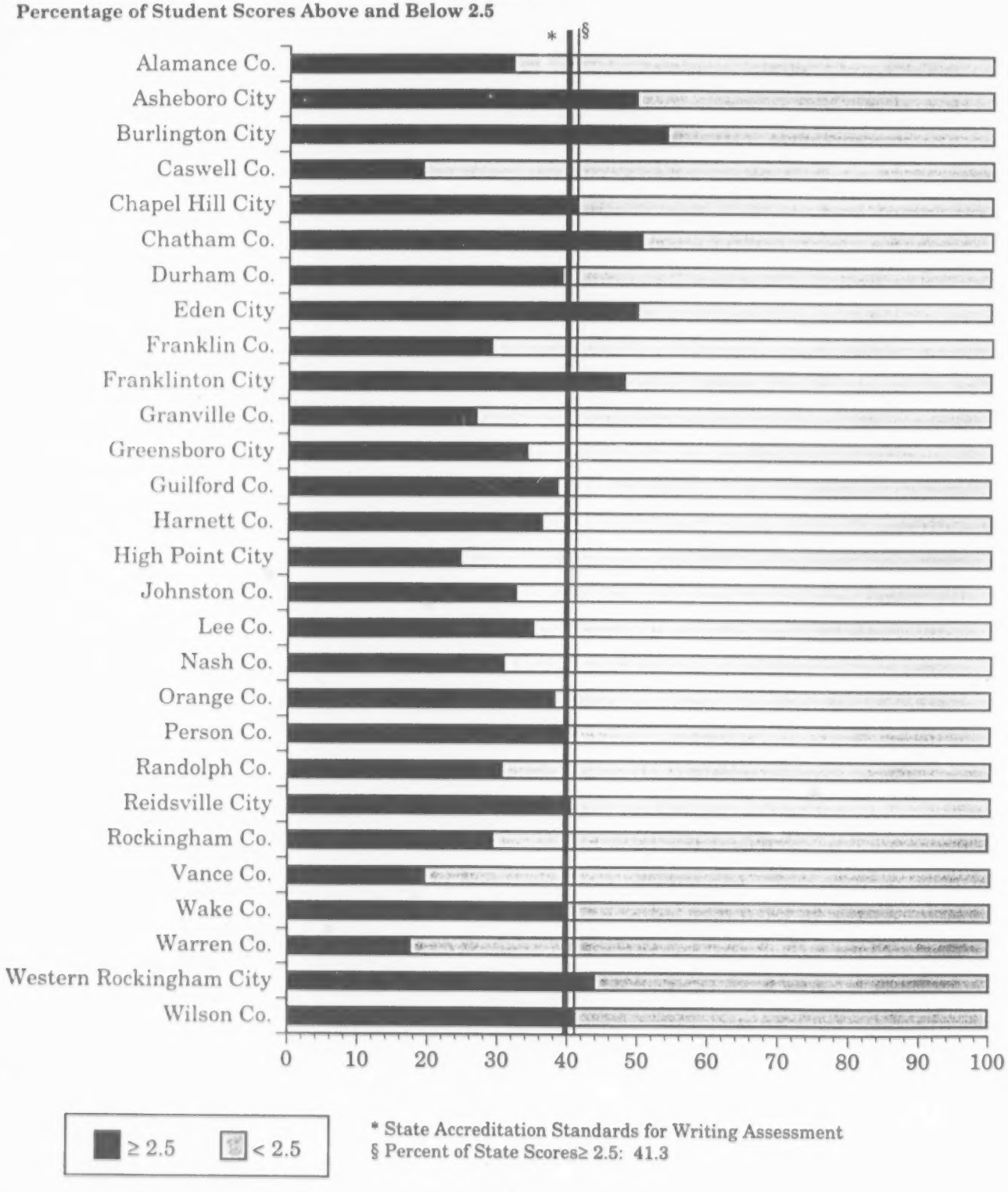


Figure 34
Triangle Area Unit - Group Distribution
Grade 6 Writing Assessment
1992-1993

Percentage of Student Scores Above and Below 2.5



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 41.3

Figure 35
Triangle Area Unit - Group Distribution
Grade 6 Writing Assessment
1992-1993

Figure 36
Triangle Area Unit - Conventions Score
Grade 6 Writing Assessment
1992-1993

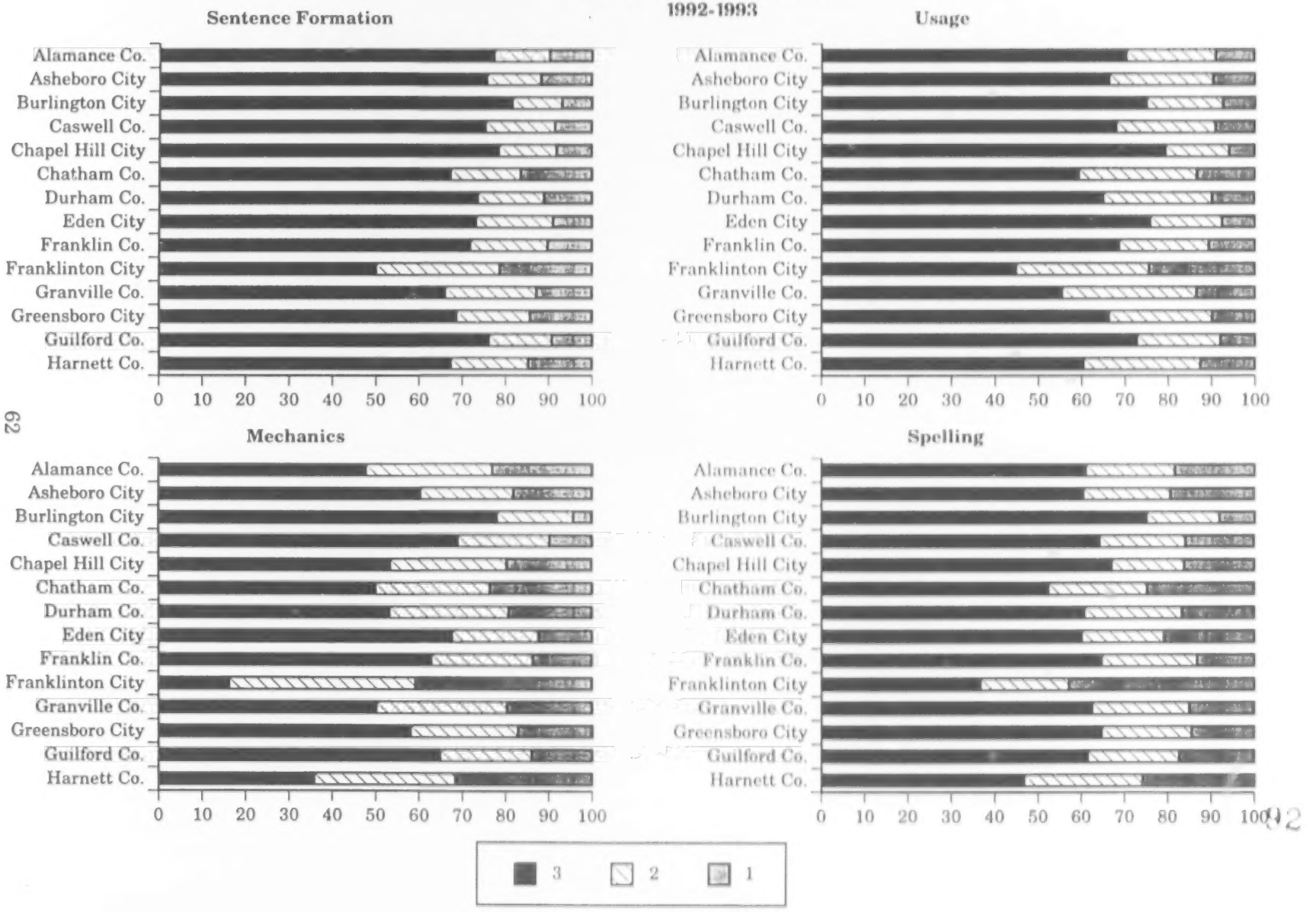


Figure 37
Triangle Area Unit (continued) - Conventions Score
Grade 6 Writing Assessment
1992-1993

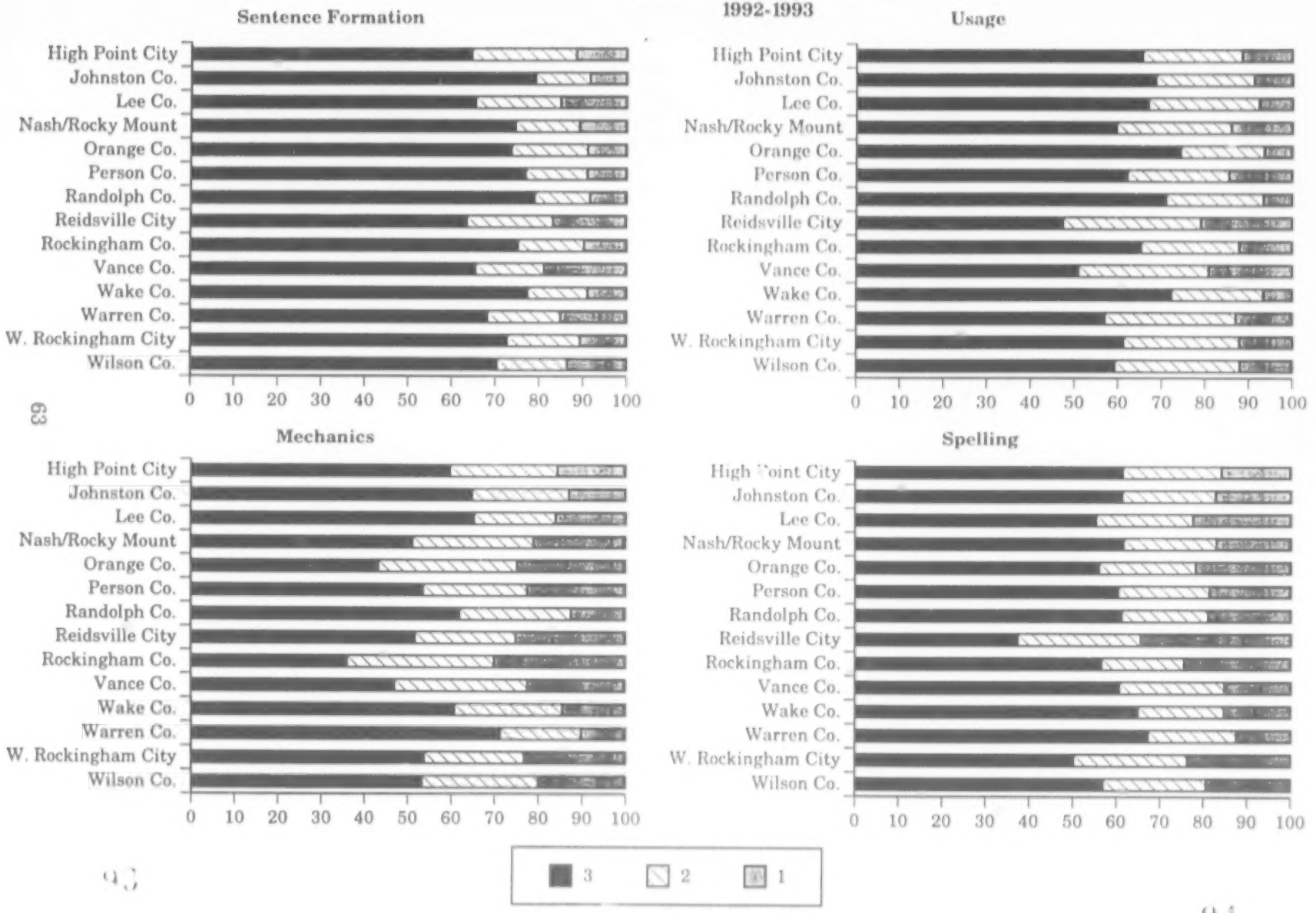


Figure 38
Distribution of Point-of-View Writing Scores
Ninth and Eighth Graders

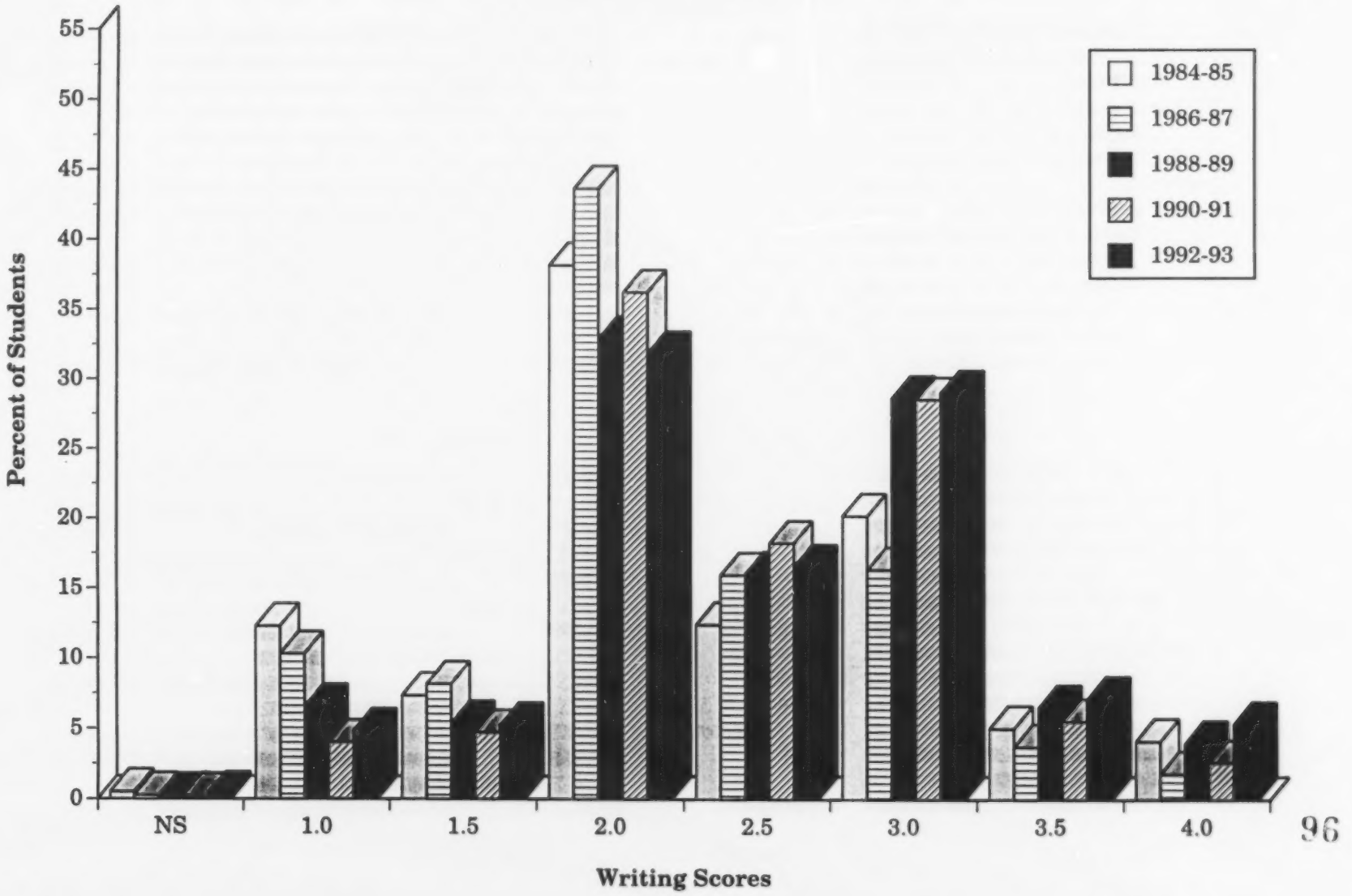


Figure 39
Distribution of Persuasive Writing Scores
Ninth and Eighth Graders

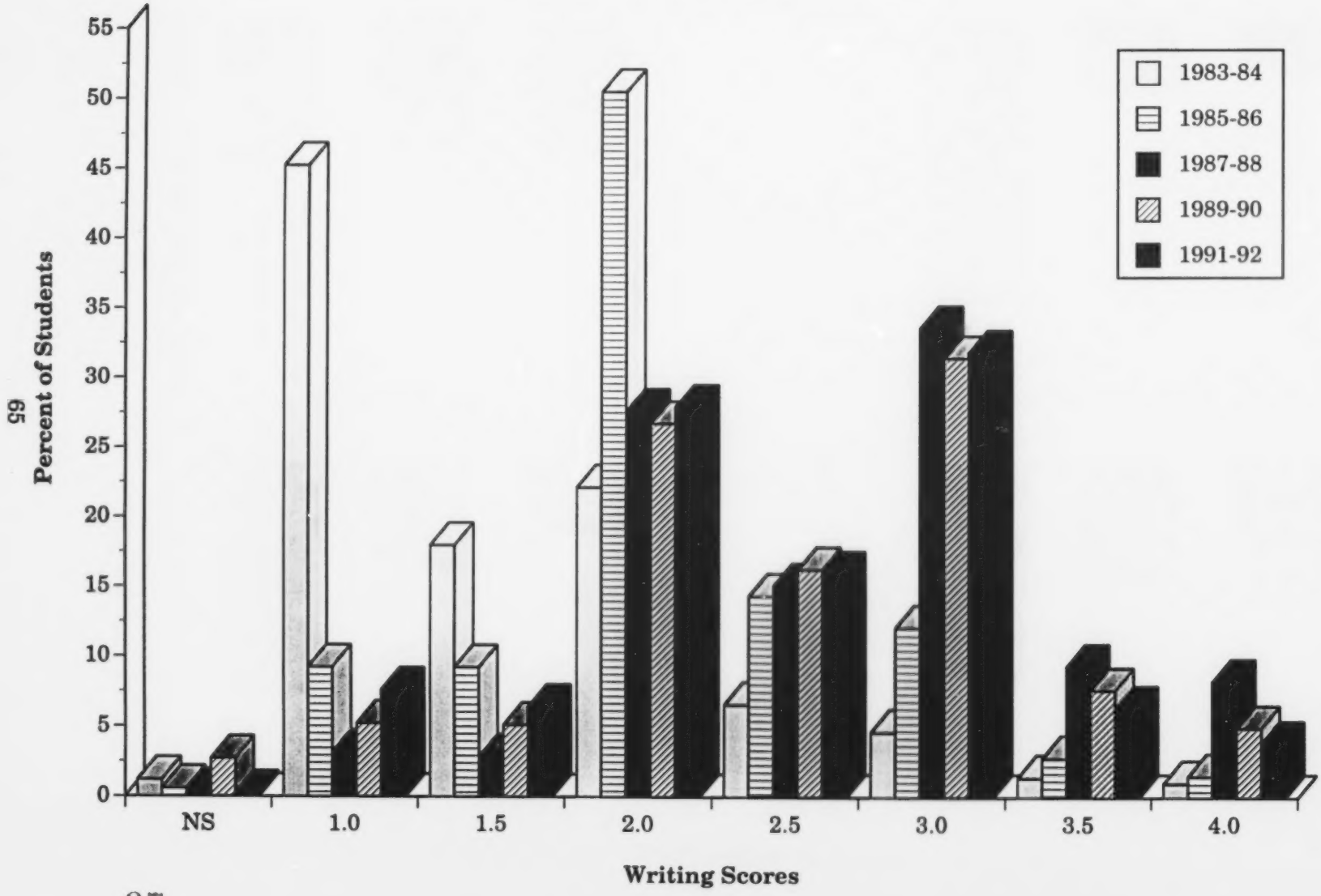
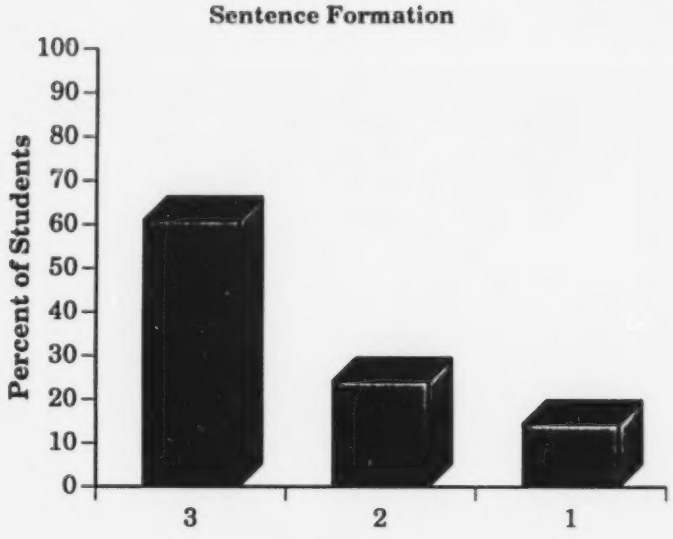
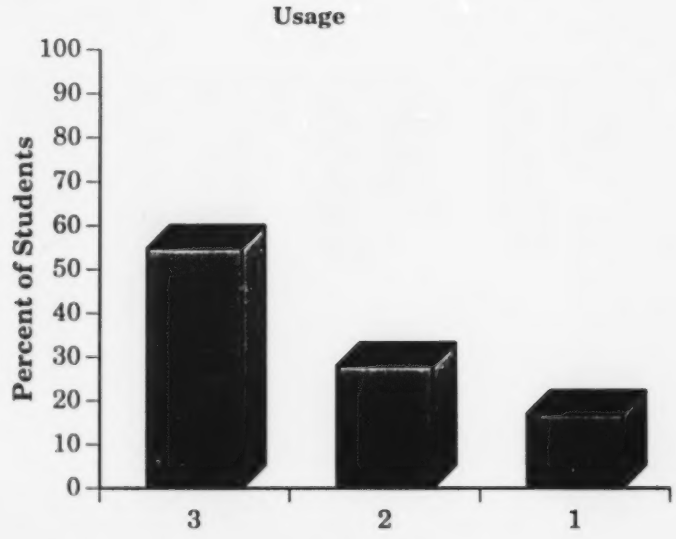
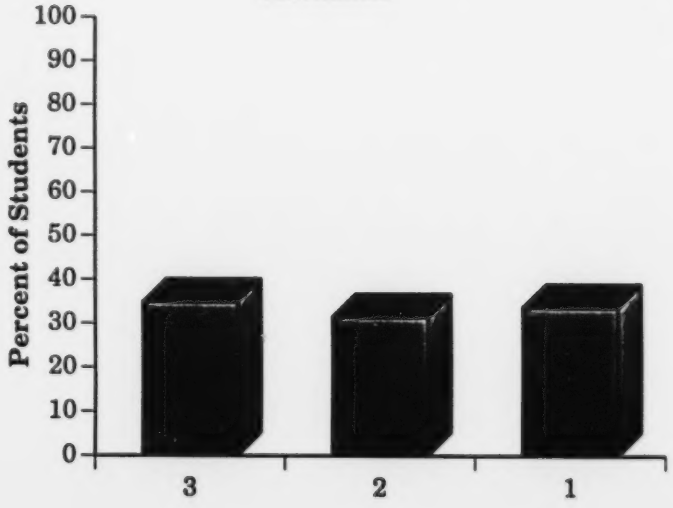


Figure 40
Distribution of Conventions Scores
Grade 8 Writing Assessment
1992-1993







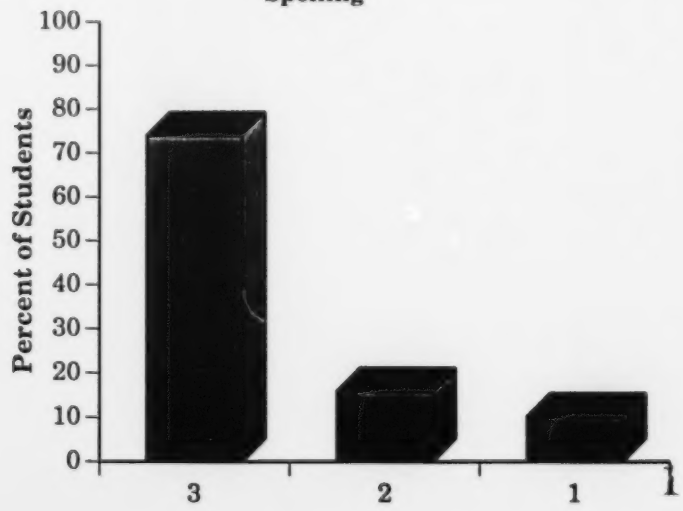
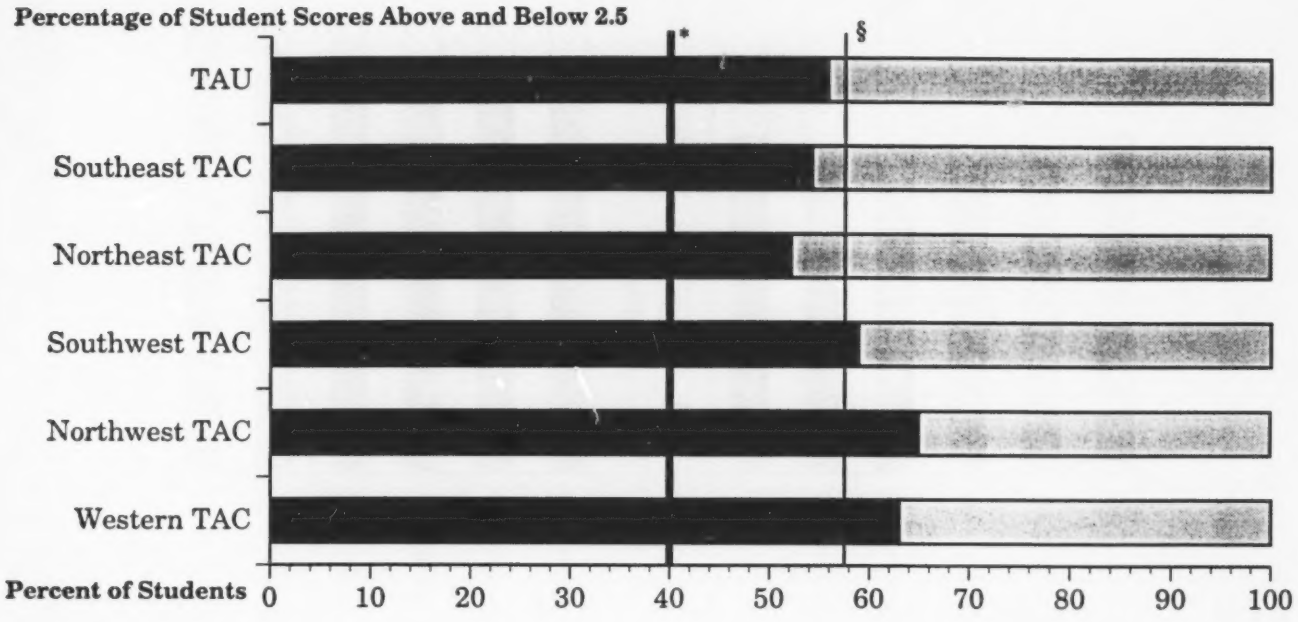
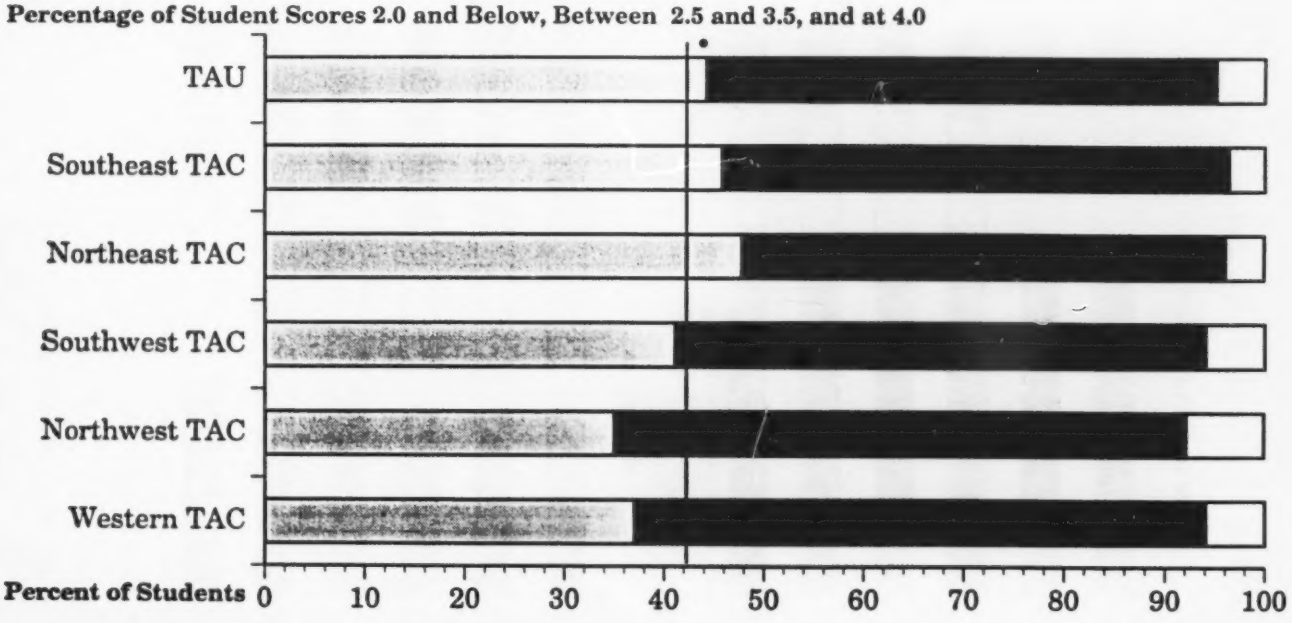


Figure 41
Total Region – Group Distribution
Grade 8 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 57.9



• Percent of State Scores< 2.5: 42.1

Figure 42
North Carolina
Grade 8 Writing Assesment
1922-1933

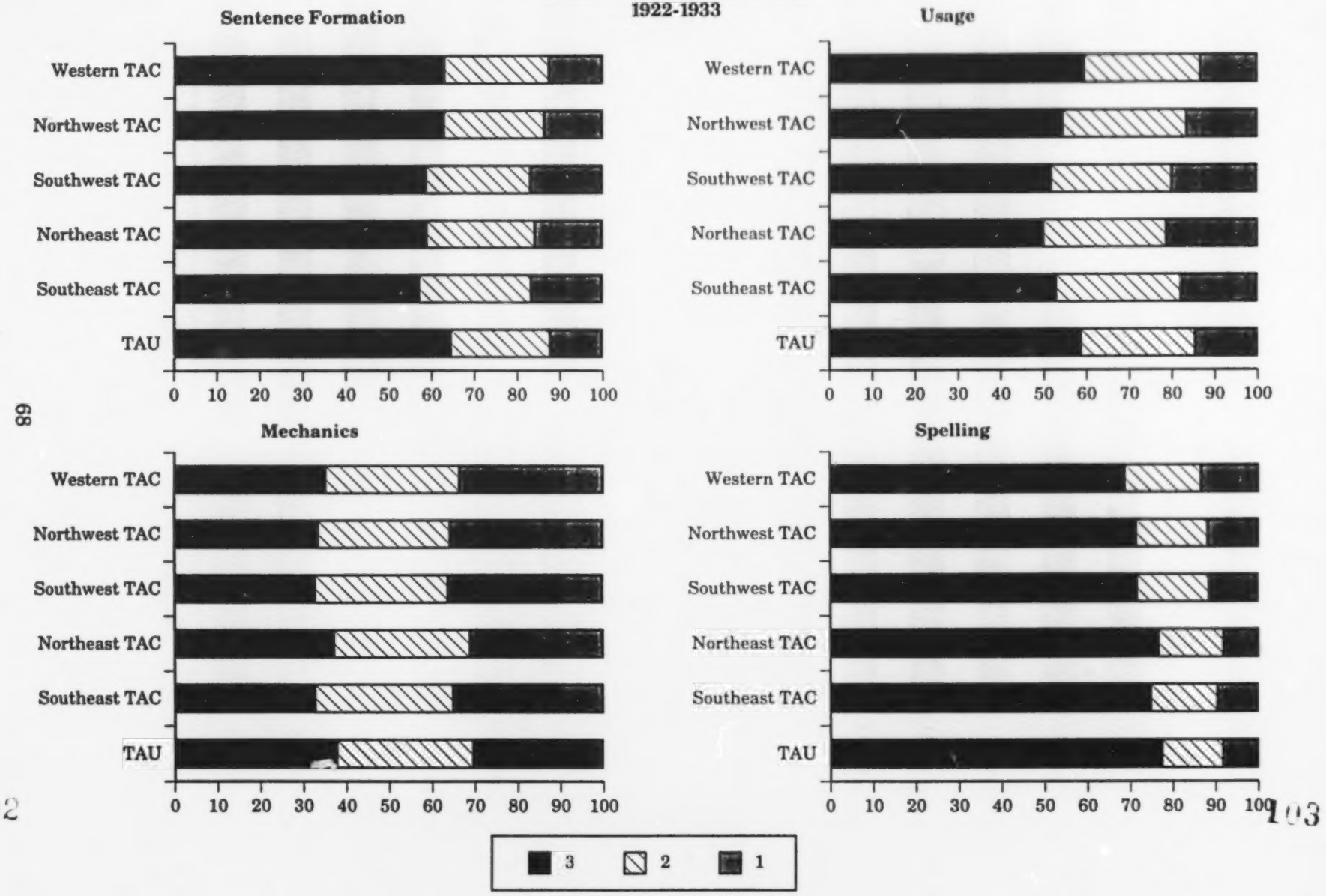
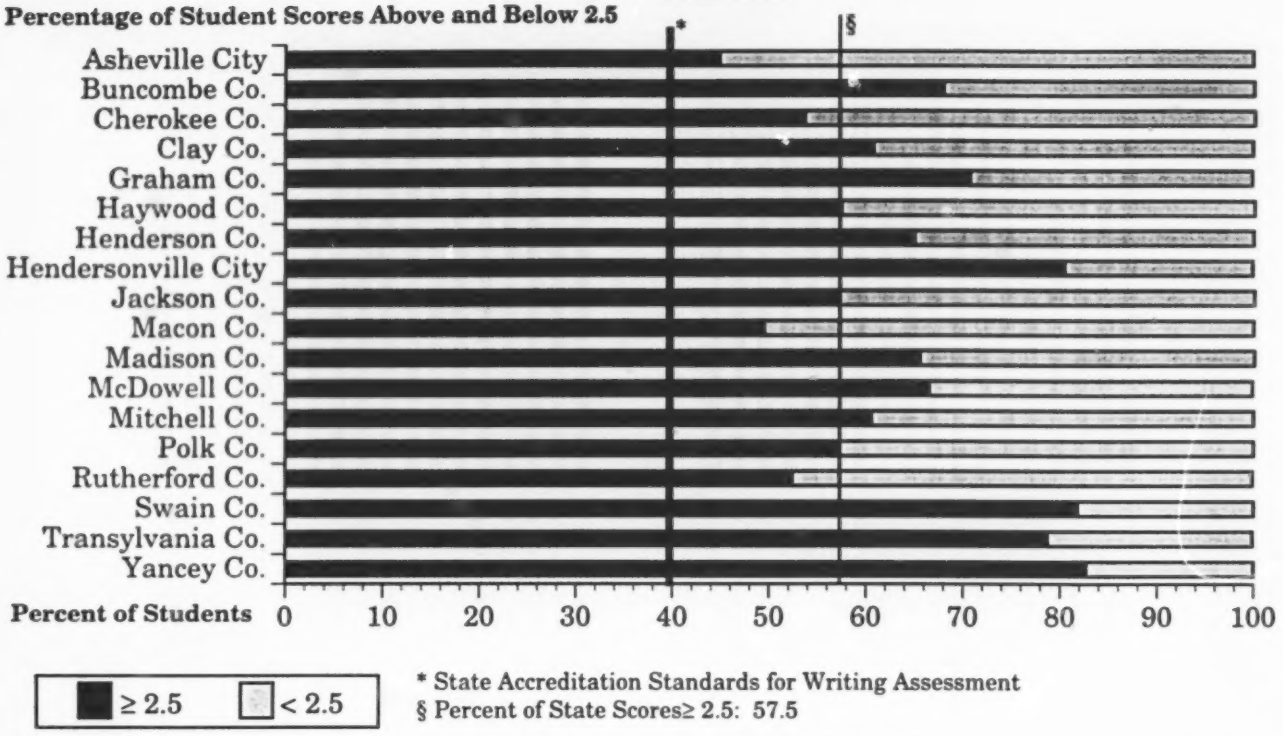
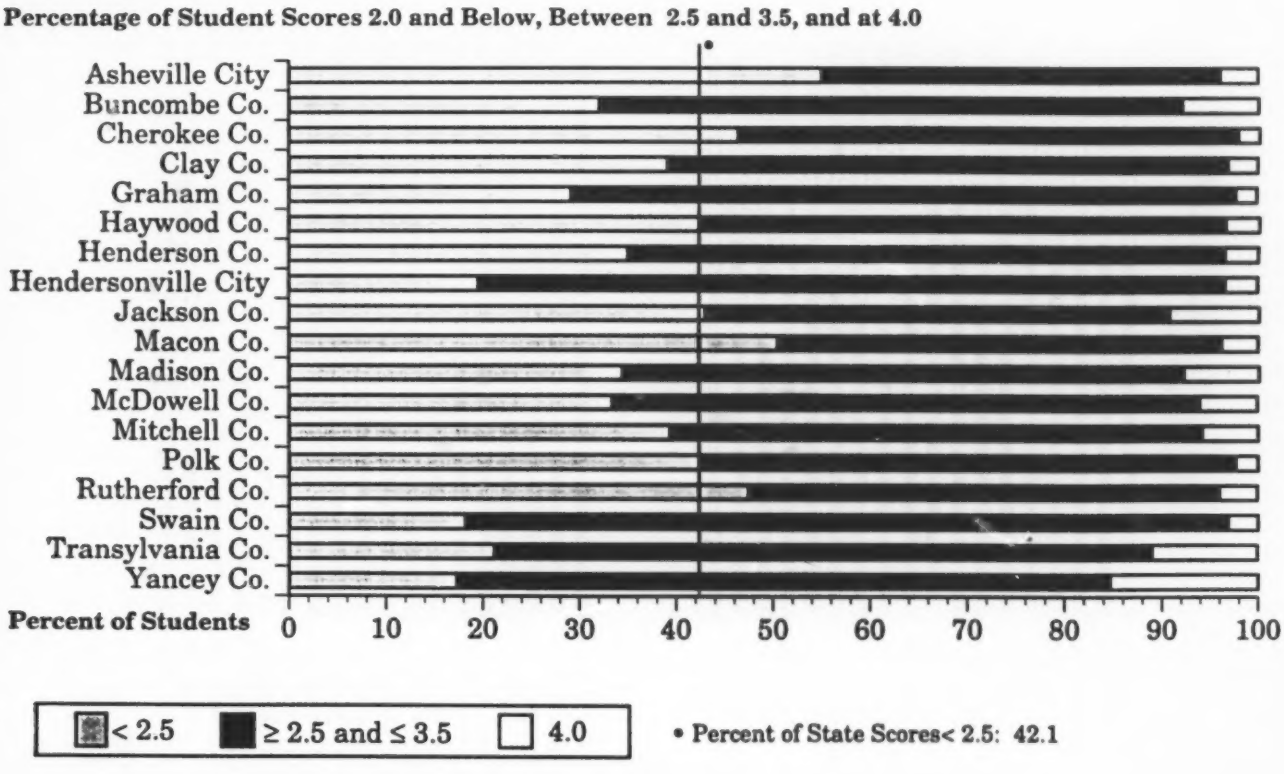


Figure 43
Western Region – Group Distribution
Grade 8 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 57.5



• Percent of State Scores< 2.5: 42.1

Figure 44
Western Region - Convention Scores
Grade 8 Writing Assessment
1992-1993

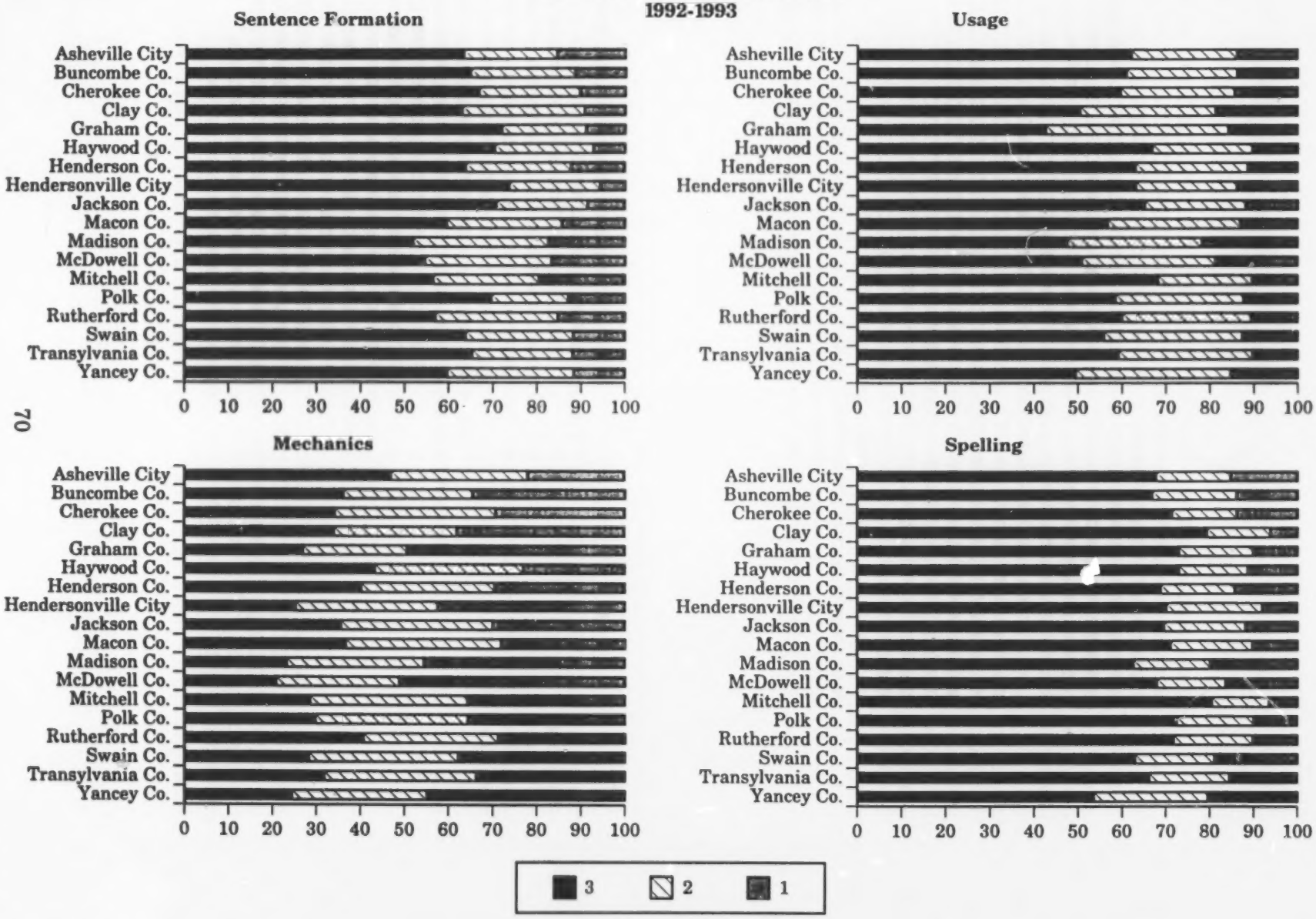
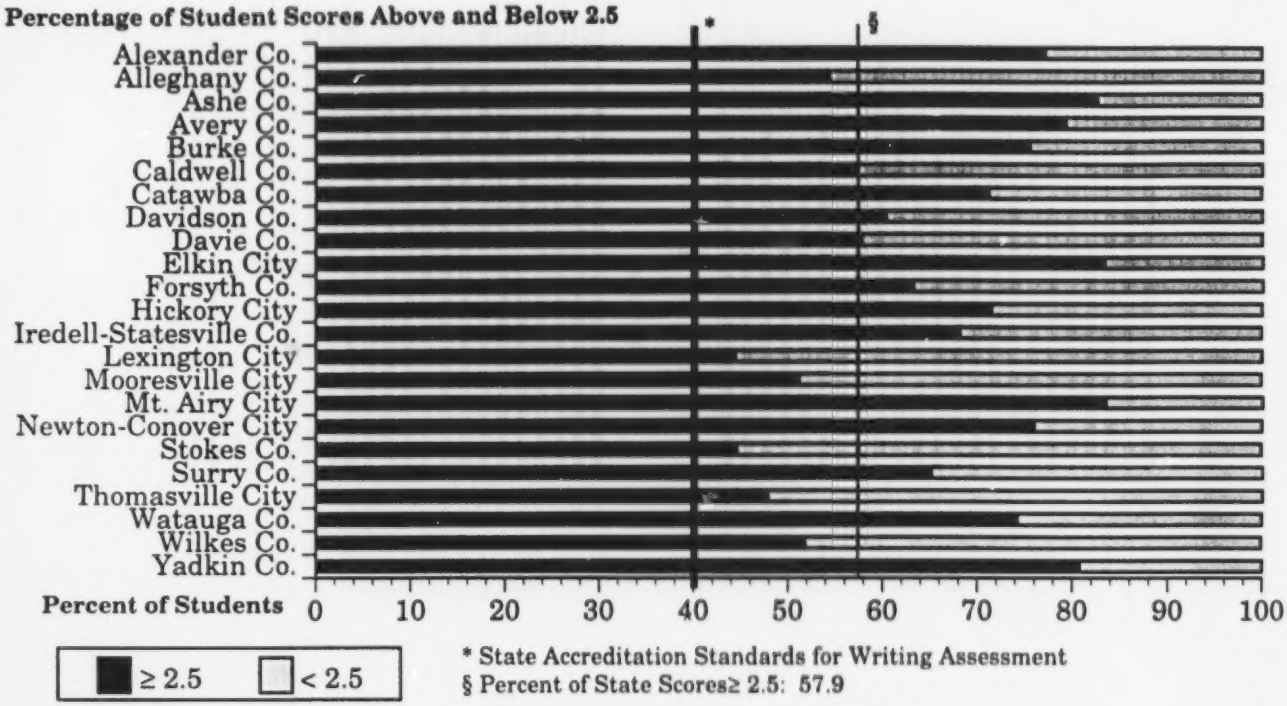


Figure 45
Northwest Region - Group Distribution
Grade 8 Writing Assessment
1992-1993



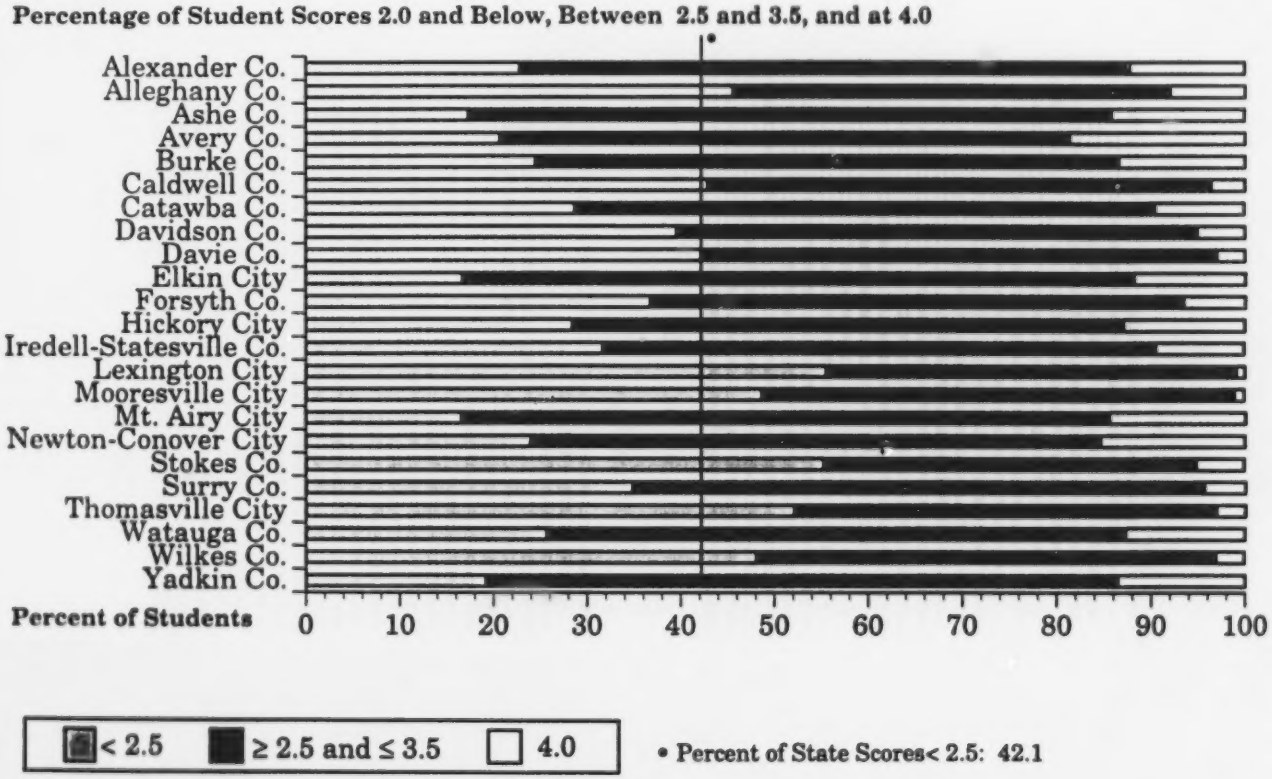


Figure 46
Northwest Region - Conventions Score
Grade 8 Writing Assessment
1992-1993

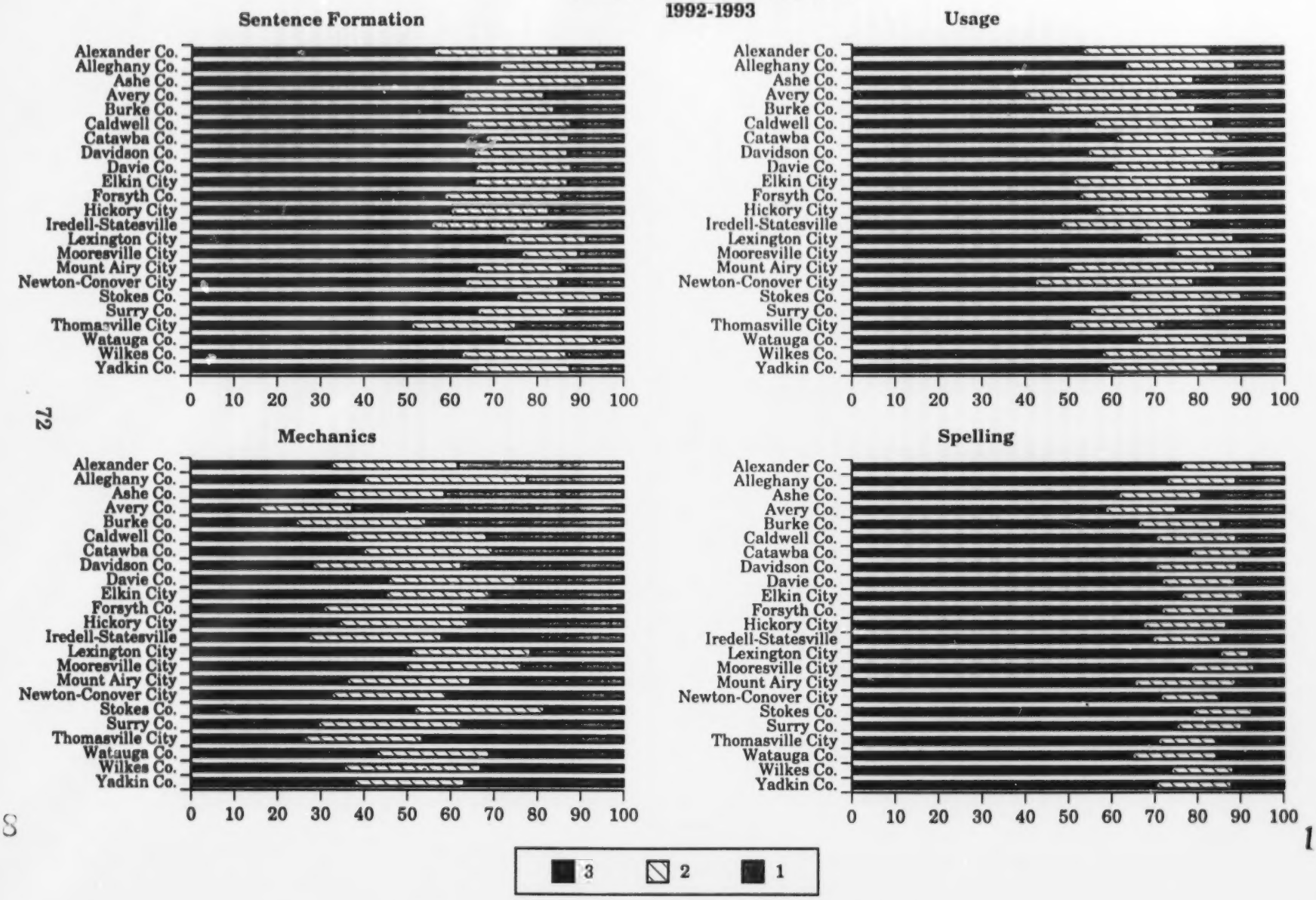
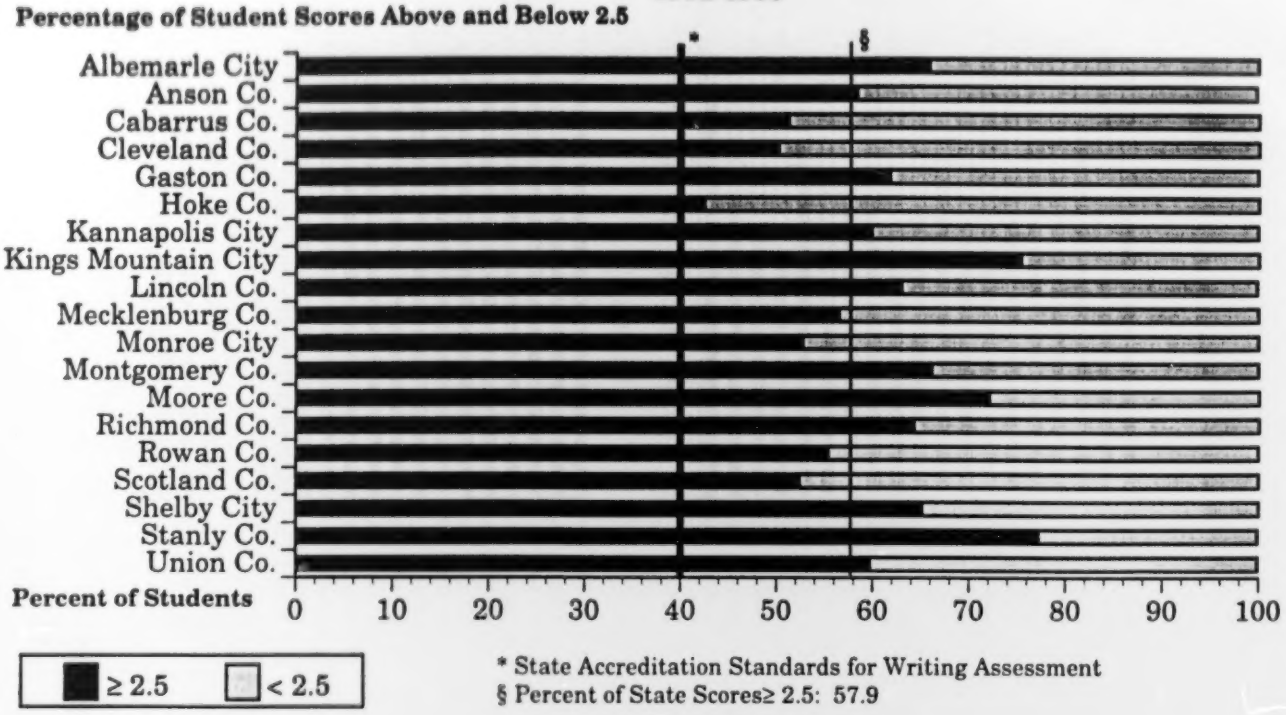
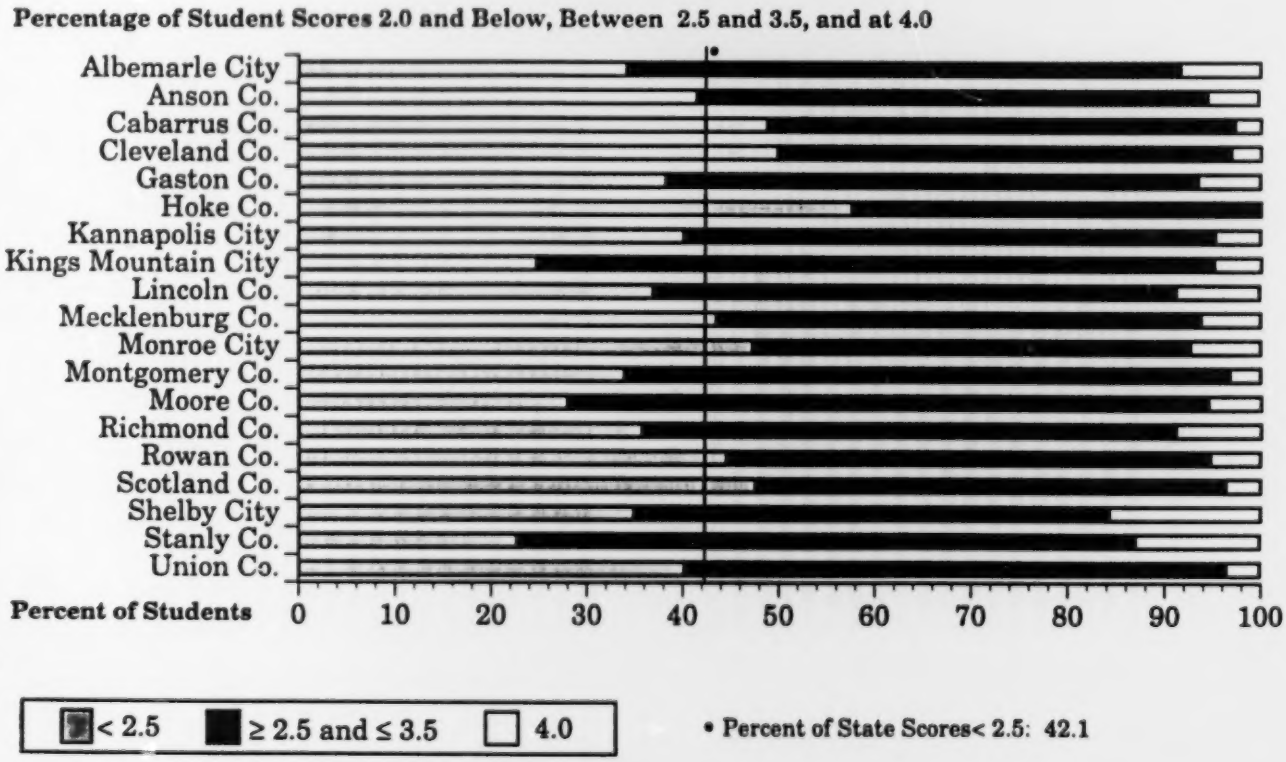


Figure 47
Southwest Region – Group Distribution
Grade 8 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 57.9



• Percent of State Scores< 2.5: 42.1

Figure 48
Southwest Region - Conventions Score
Grade 8 Writing Assessment
1992-1993

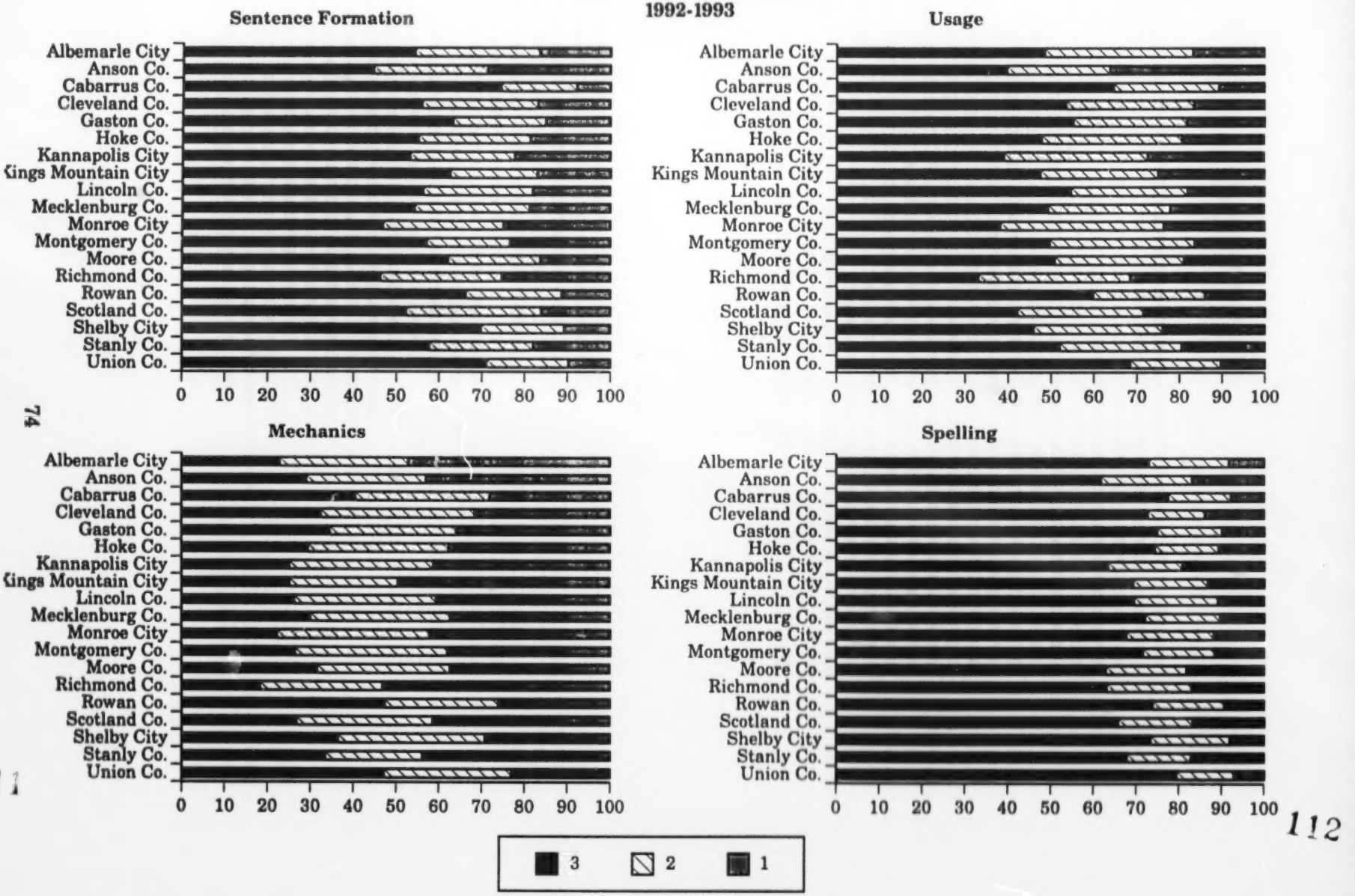
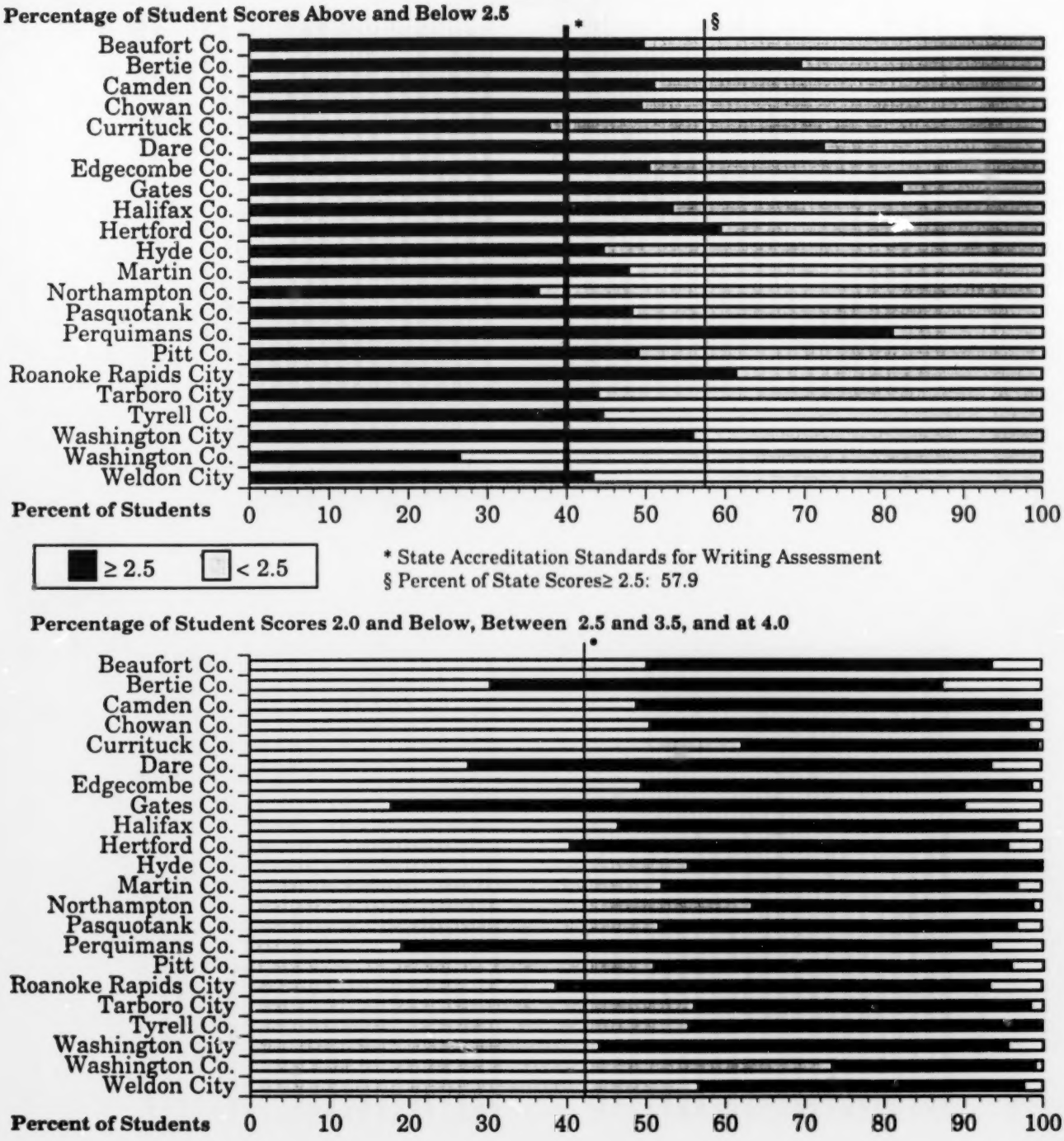


Figure 49
Northeast Region - Group Distribution
Grade 8 Writing Assessment
1992-1993



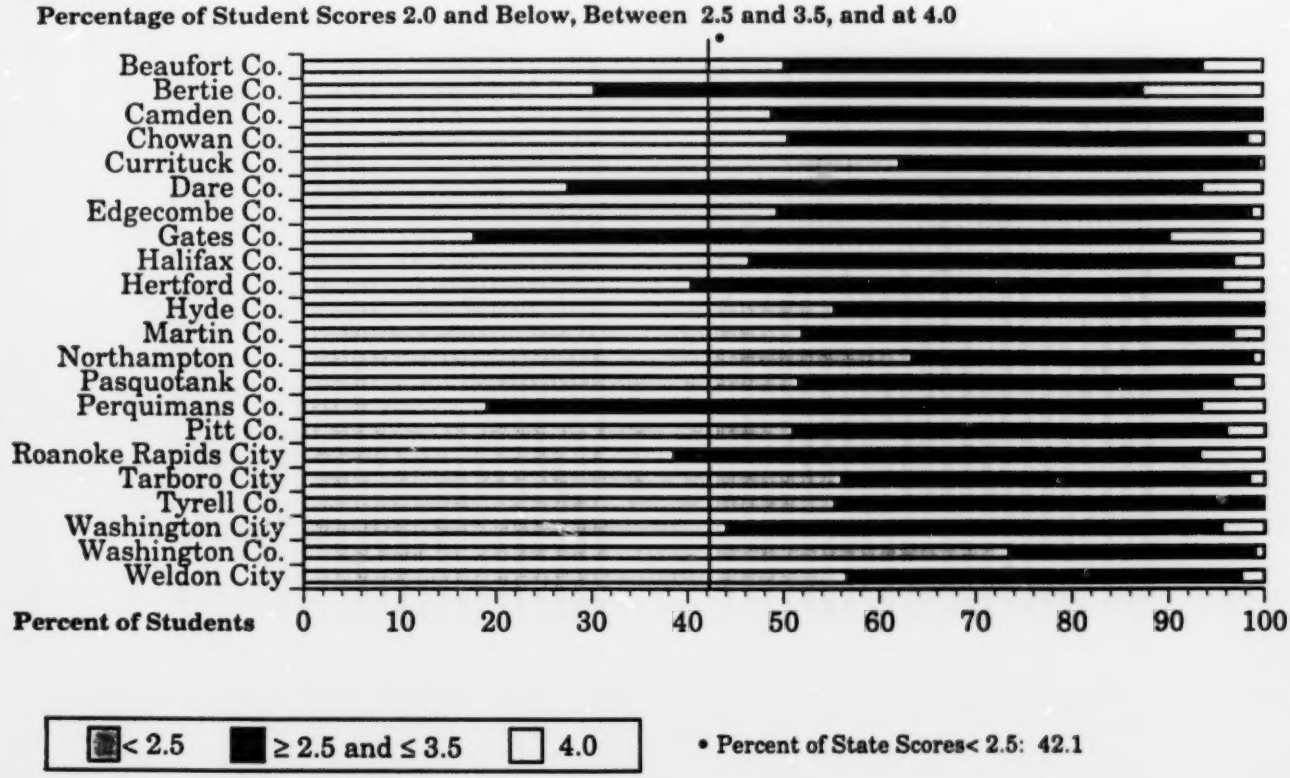


Figure 50
Northeast Region - Conventions Score
Grade 8 Writing Assessment
1992-1993

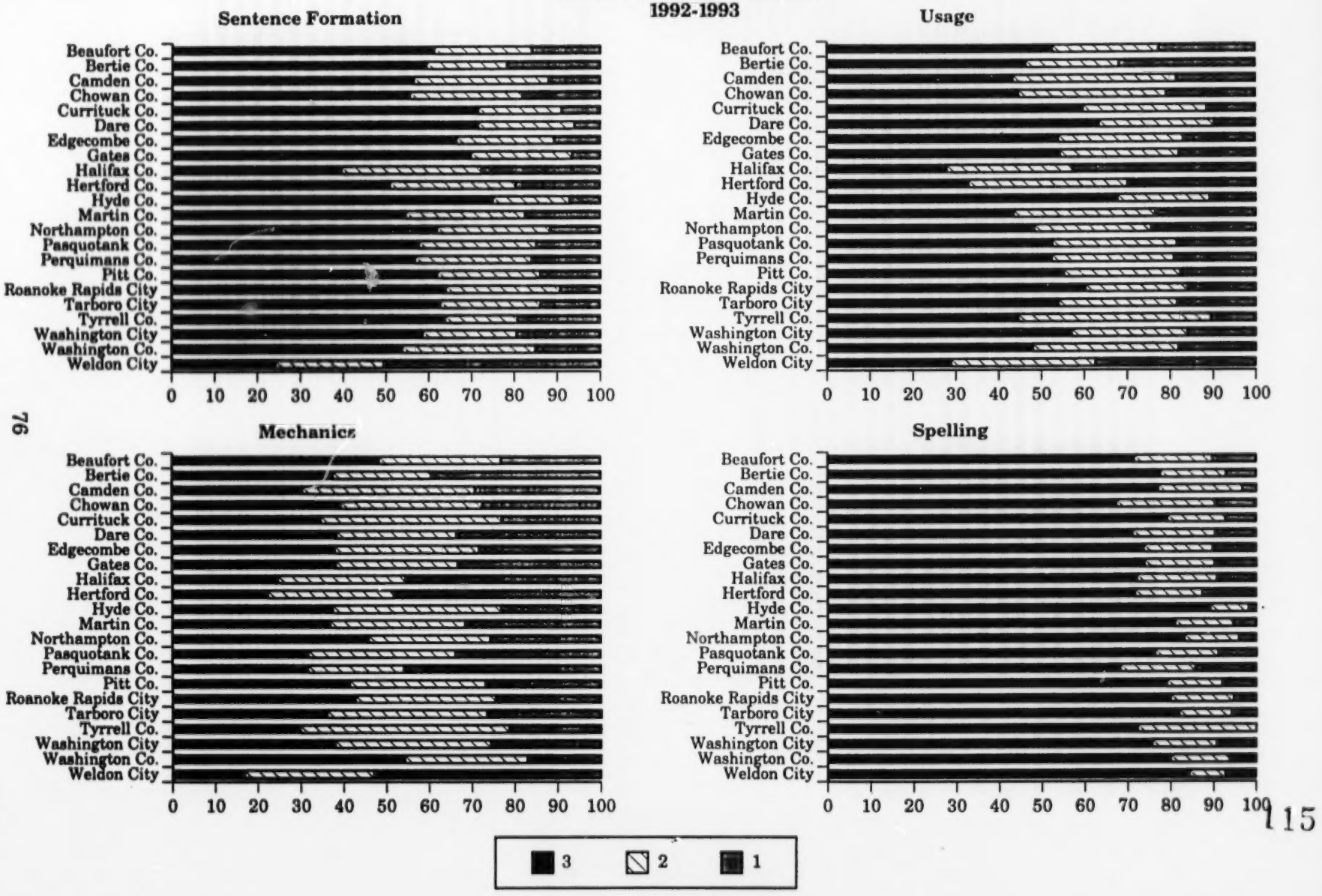
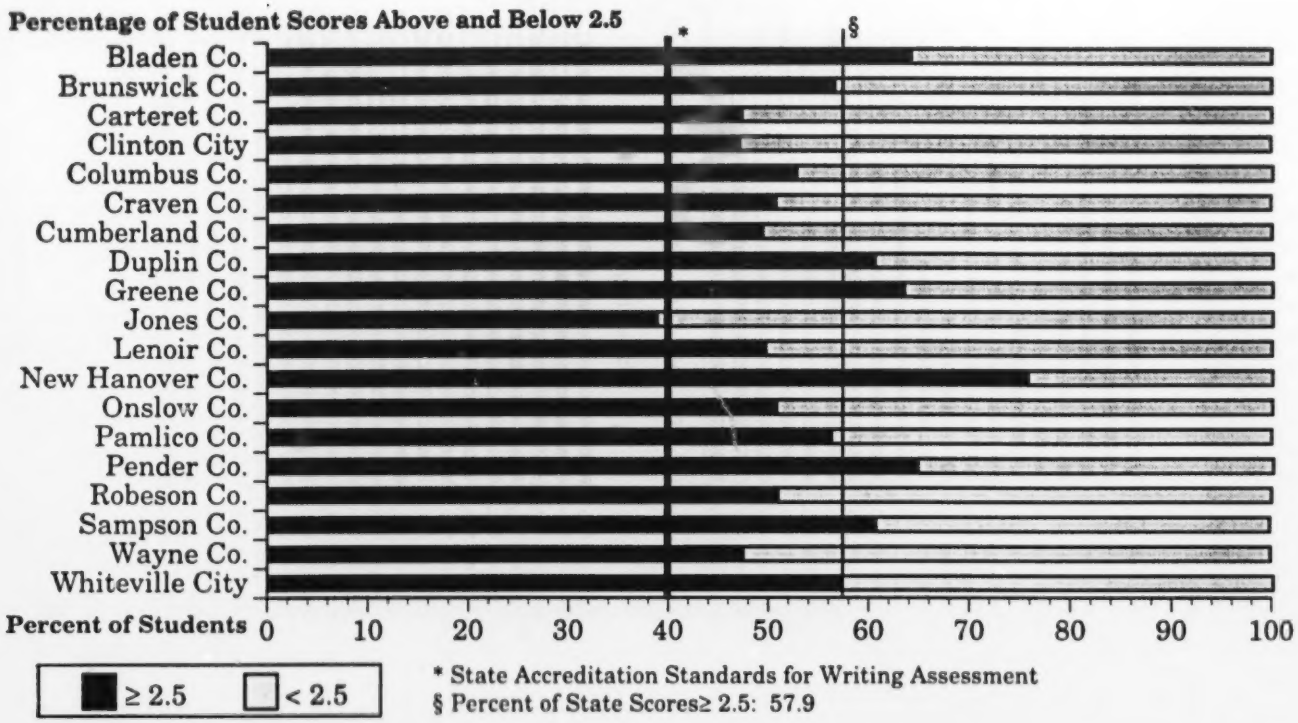
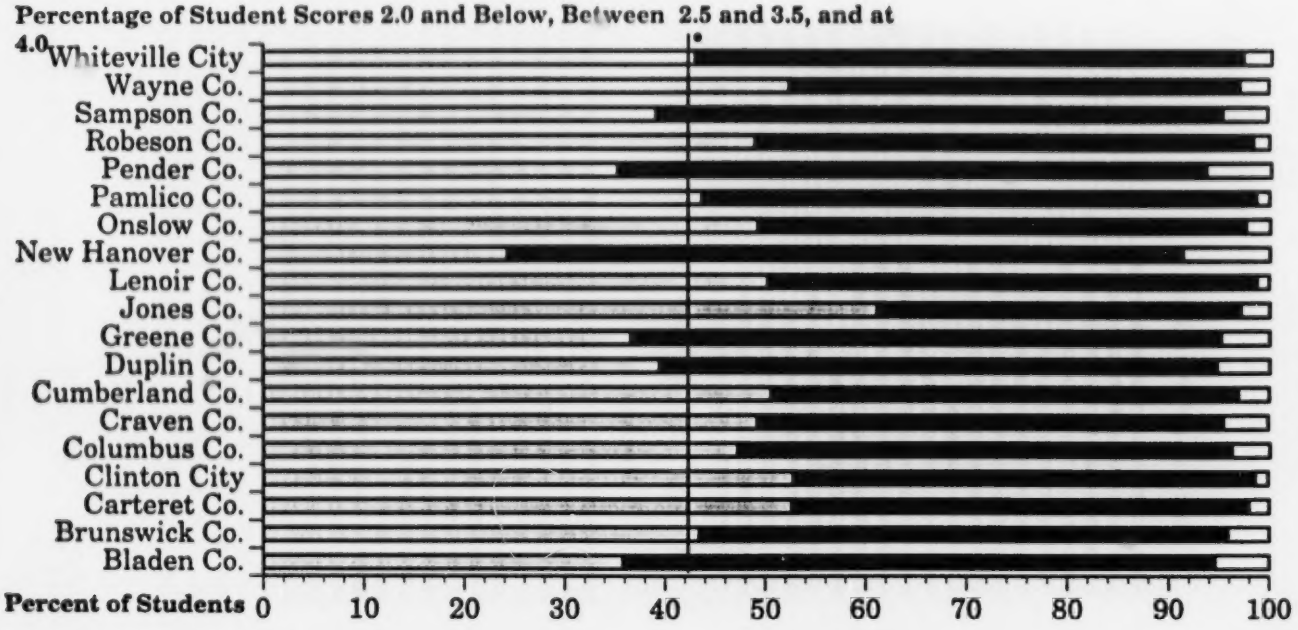


Figure 51
Southeast Region – Group Distribution
Grade 8 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 57.9



• Percent of State Scores< 2.5: 42.1

Figure 52
Southeast Region - Conventions Score
Grade 8 Writing Assessment
1992-1993

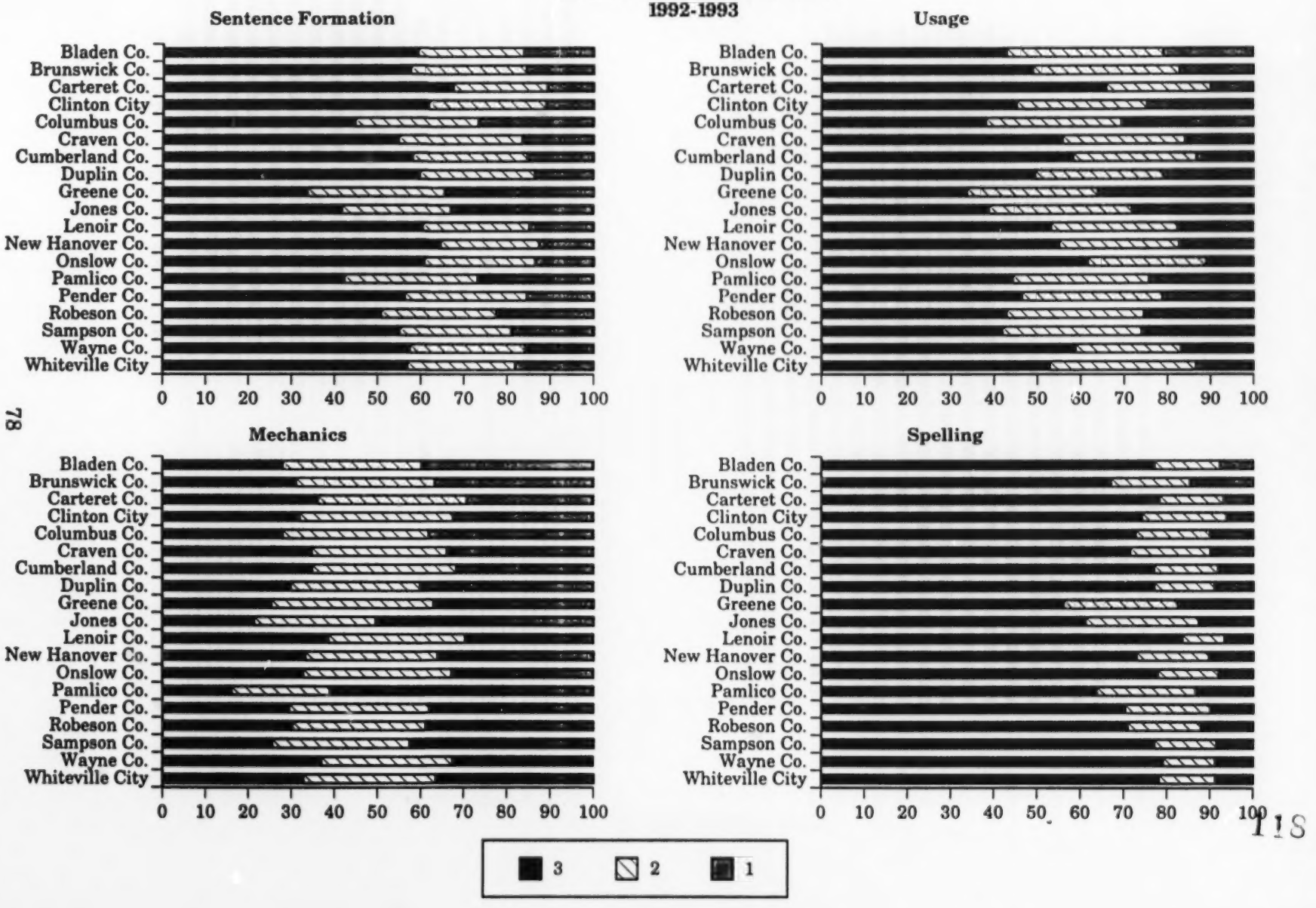
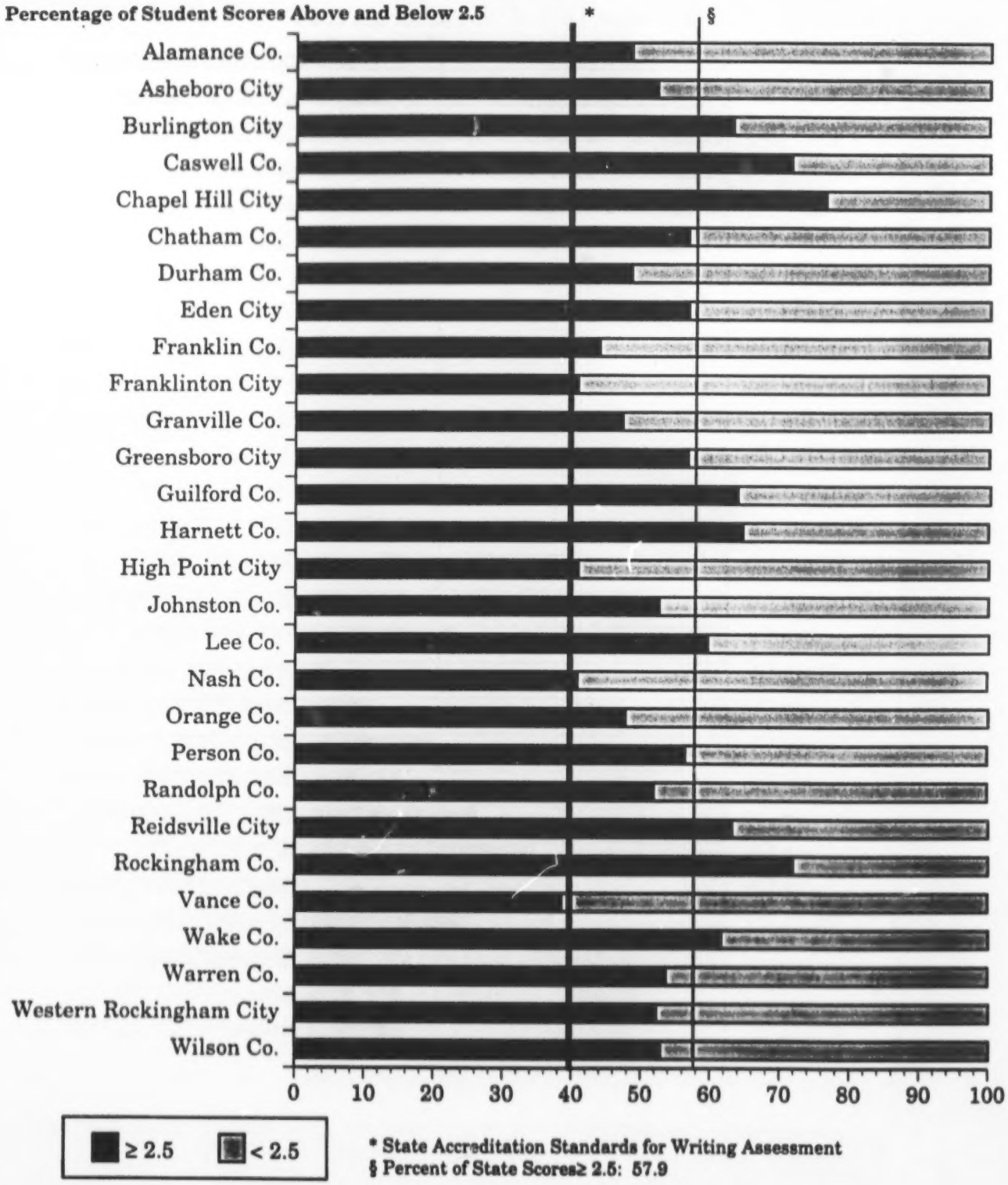


Figure 53
Triangle Area Unit - Group Distribution
Grade 8 Writing Assessment
1992-1993



* State Accreditation Standards for Writing Assessment
§ Percent of State Scores≥ 2.5: 57.9

Figure 54
Triangle Area Unit - Group Distribution
Grade 8 Writing Assessment
1992-1993

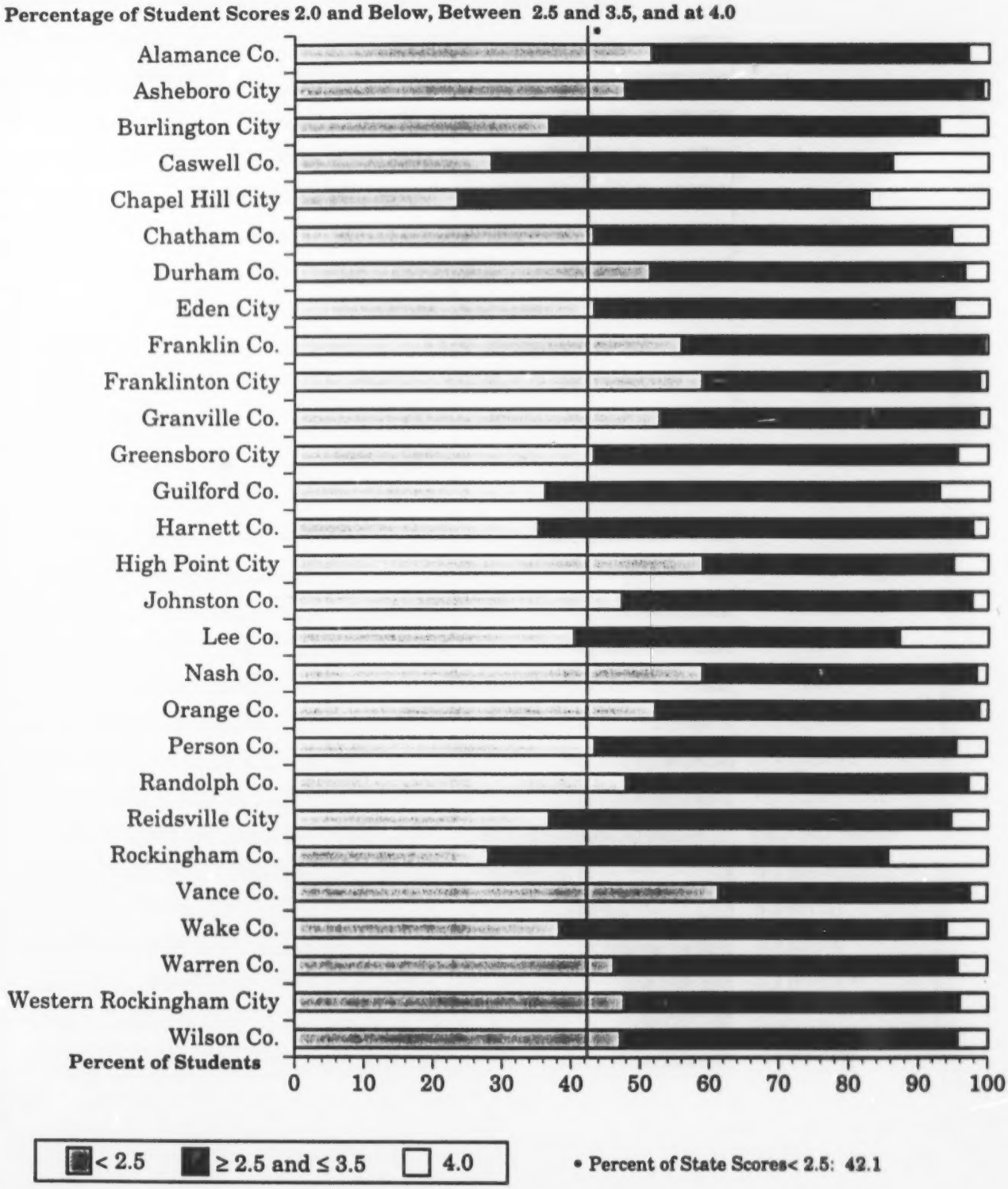


Figure 55
Triangle Area Unit - Conventions Score
Grade 8 Writing Assessment
1992-1993

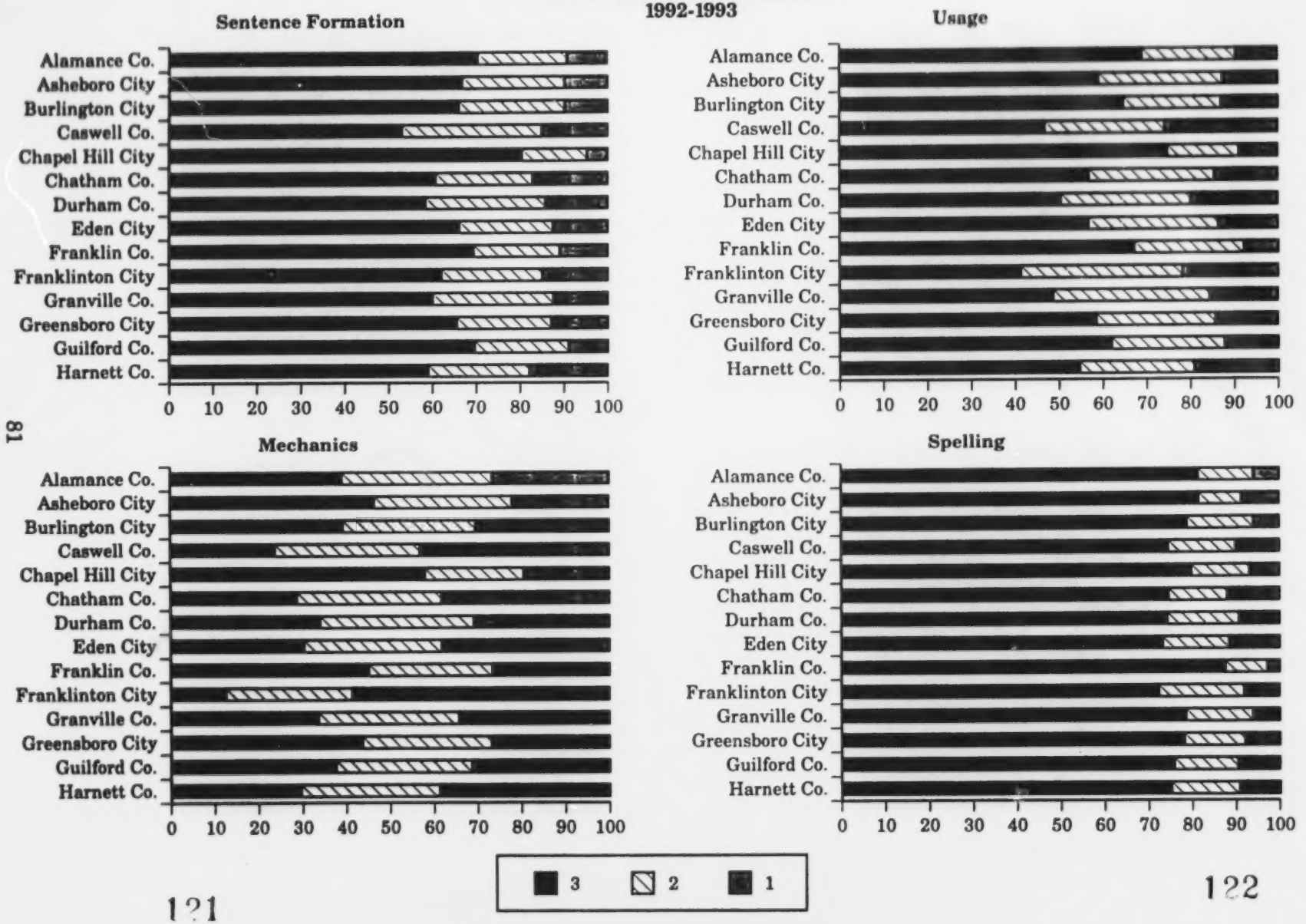
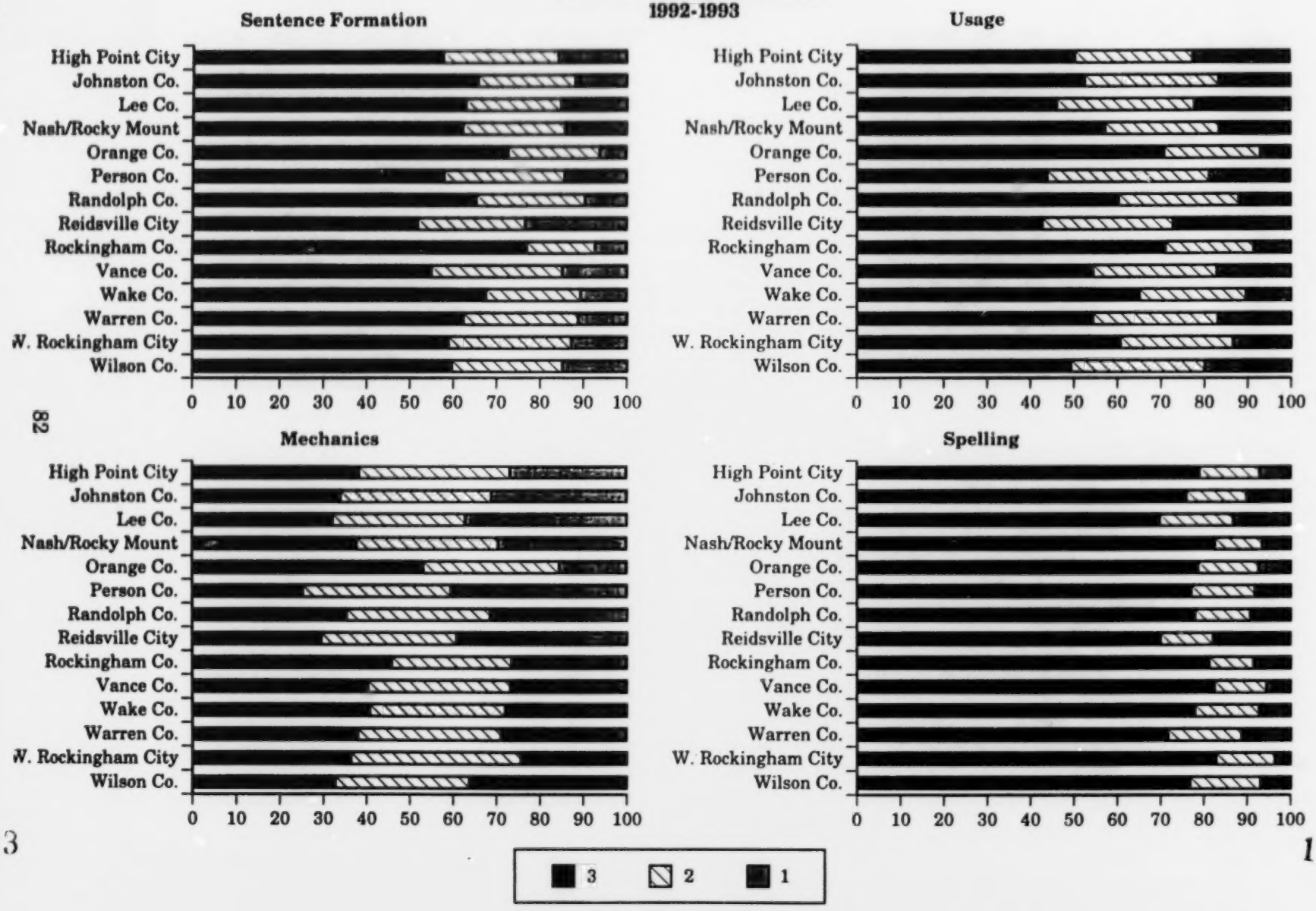



Figure 56
Triangle Area Unit (continued) - Conventions Score
Grade 8 Writing Assessment
1992-1993